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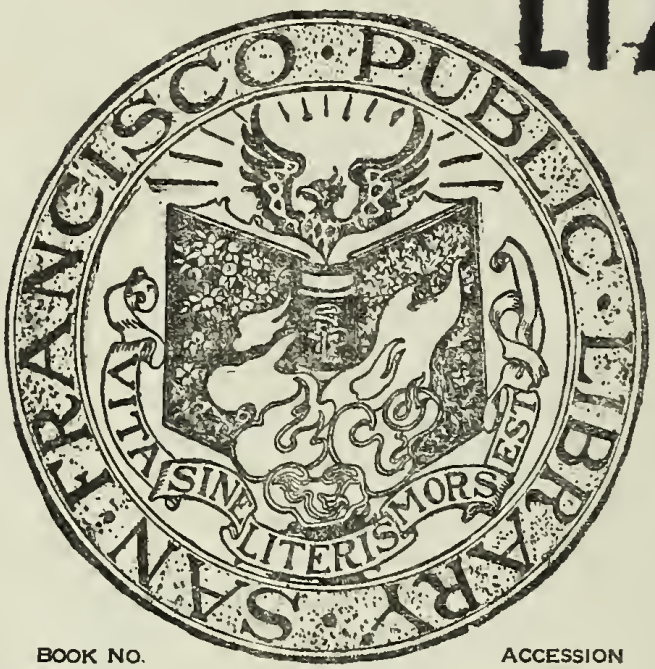


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# CALIFORNIA EDUCATION. PAMPHLETS

## CONTENTS

The public school libraries of California, by James Keith.
The socialization of the public school; report of committee appointed by The local council of women. 1905.
Program of the teachers' institute of ... San Francisco, October 3,4,5, 1921.
Reports... against state publication of school books. 1884.
Data on teachers' salaries from San Francisco teachers joint salary committee, April, 1925.
Report of the Teachers' association of San Francisco on state legislation.
Vocational guidance society of California. Annual report, February 29, 1916.
California council of education. Proceedings, December, 1892 [also] first to fourth annual reports, 1896-1899.
Golden Gate kindergarten association. Thirty-first annual report, 1910.

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# THE

# Public School Libraries

## OF CALIFORNIA,

By JAMES KEITH,

Principal,

in San Andreas Public School.

A Paper read before the Calaveras County Teacher's Institute

October 14, 1897.

**And Published by Request of Institute.**

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—THE—

# Public School Library

## INTRODUCTION.

Long, long ago, before time existed and when space echoed with the sound of its own emptiness, God thought; and as his thoughts took form, they flashed out into the illimitable darkness beyond. Slowly but surely by great and grand degrees, appeared the innumerable systems of the universe. So vast is the number and so profound the depths that ages of men in the past have failed, and ages of men in the future will fail, to comprehend the works of his mighty hands.

Before man had set his foot on the face of the earth, and in order to pave the way for the future instruction of man, God seized the waters of the earth in his hand and wrote on the sands of the seashore. With a rain

storm for a stencil he penned his words on the mud-flats of the prehistoric world. With letters of living fire he printed the mountains. With the cold grating of the glacier he carved his directions on the rocks; and when his thoughts blossomed out in the trees and flowers of the carboniferous age, he buried them in the bowels of the earth to preserve them a heritage to man. So man, weary with the researches of human hands, with the book of nature before him, may read the imprint of God's hand; and, as he cons the pages of solid rock, the mantle of heaven falls upon him and his soul rises to enthusiasm of greater and nobler things.

Man being now on the scene, endowed in miniature with the creative genius of his maker, he too, seeks to record his thoughts; and, for his own and others' benefit, seeks to ferret out and exhume the buried treasures of the earth. And so we have the cuneiform tablets of the Assyrians, the papyrus leaf of the Egyptians, the parchment rolls of the Greeks and Romans, the vellum of the monasteries, and lastly, the finished but more perishable paper of the moderns.

## LIBRARIES IN GENERAL.

There never has been a time, even prior to historical times, in which there has not been a collection of literature, some of them of surprising extent. There have been many great libraries in the world's history, but none of them compare with the vast collections of to-day.

The largest library in the world is the National Library (Bibliotheque Nationale) of Paris. The next largest and the most valuable collection in the world is the

British Museum; some idea of the number of volumes and manuscript in this library may be gained when it is known that the catalogue alone consists of over 2,000 volumes. Curiously enough, the third largest library in the world is contained in despotic Russia. Italy, as the seat of ancient empires, possesses the rarest collection in the world.

It has, however, been reserved for the United States of America, the educated republic of the world, with its cities of teeming industry, thronged with crowds of restless and ambitious men; it has been reserved for the people in the United States to make practical use of the library. Not in the value or extent of any one library, but in the number of public libraries which she possesses; libraries open to all where he who reads may think, and where he who thinks may read. Not less fruitful but more glorious in the coming years will be the Public School Libraries of California.

## ITS HISTORY.

John Swett was the author of the provision in our school law by which 10 per cent. of the State School Fund, since changed to County Fund, provided it did not exceed $50, was set aside for school library purposes.

No nobler thought ever emanated from man's brain. You may preach ethics till you die, but more children have been taught to master themselves, more character has been built into the pupil by this one provision of the school law than by all the ethical lectures in Christendom.

At the present day there are nearly 800,000 volumes in the public schools of California, over 9,000 of which are in Calaveras County, and we have not near enough.

Horace Mann says: "Were it in my power, I would scatter books over all the earth as men sow wheat on the *plowed* fields." Why should he say *plowed* fields, why not simply fields? In that one word *plowed* lies the secret for the proper use and success of the School Library.

### INTENT OR PURPOSE OF ITS FOUNDATION.

There are three things that would determine the foundation of a school library. First—To gratify the tastes of those boys and girls who have a natural desire to read but who have not the means or opportunity to purchase or borrow books. Our history is full of the struggles of those who were thus handicapped. Second—To promote and encourage the reading habit in those pupils who have no desire to read whatever. Our histories and chronicles have a suspicious silence on the progress of this class. Third—The intention was to benefit both classes which, possibly, might have been the case, but we take it that the second reason weighed the heavier.

In a country where the people are the government, where, in the eyes of the law, all men and women are equal, where the stability of its government depends on the intelligence of its citizens, and where the happiness and welfare of its homes depend on the progress and industry of the land, it is meet not only that the people be intelligent, but that they should have free access to the combined knowledge of the world and know how to use it.

Those of the first class, no matter what their circumstances, will by the sheer force of their individuality gain their desire somehow. But those of the second class lack the stamnia of the first; there is no incentive to ambition, no guide to show the path, neither faith nor hope in their courageless hearts, and so, gloomily succumb to the circumstances of their environment.

### CONDITION OF LIBRARIES AT PRESENT.

Just what the conditions of the separate libraries of the public schools are at present, and how far they have met and do meet these requirements, we are unable to state. That all the libraries are not, but should, be in that condition is undoubted, and how shall we bring them to that condition.

### THE LIBRARY THE DIRECT CARE OF THE TEACHER.

In the first case it is the intent of the school law, and it should be, whether it were or not, that the library is and should be the direct care of the teacher. Whatever success we may or may not have in the school room, the library, at least, should bear the stamp of the teacher's individuality. No matter how short a time one has been in a particular school, the fact should be seen in the library were it nothing further than in the arrangement of books. Books should be arranged and kept in a systematic and orderly manner. Writing in, and defacing either library or text book should not be tolerated. It is a disgrace alike to author and owner. A poorly kept library, dirty and scribbled text books are reflections on teacher and taught. Pupils should be taught how to handle and use a book. Respect for a book should be

as much imbued into their minds as for the author or teacher. The book is the author and companion to the child, and if tattered and generally disreputable, it inspires no admiration in the pupil anymore than would be inspired for a person in like circumstances.

If the library is generally poor and poverty stricken, or if the contents are not suited to the wants and conditions of the pupils, improvement is imperative, and if good, it may be made better.

### THE SELECTION AND CONTENTS OF A LIBRYRY.

This will necessitate a re-arrangement of books, a cleaning or weeding out of old or worn material, and a selection of new and better stock suited to the needs and mental capacities of the pupils. The extent of improvement to be made will largely be determined by the amount of dollars and cents at your disposal in the library fund.

Let it be stated right here that one of the reasons, outside of neglect, why some libraries are so meagre, is that too much of the library fund is expended upon expensive and useless apparatus. The purchasing price even of good apparatus has been, and is yet, away beyond what it ought to be for the benefit derived. It is not meant that no apparatus should be bought, but apparatus should be always held subservient to the library; the least possible apparatus should be bought until a good working library is assured. Pupils will receive more direct benefit from a well selected dollar book than they will from forty dollars' worth of apparatus.

The funds of the public schools are considered the common prey, alike of the supply house and their agents, so teachers and trustees are sometimes outwitted in attempts to benefit the school, but we, as teachers individually, and as a body, have the right and the power, if we will but exert it, to offset and crush the insidiousness of this octopus.

Another source of evil is that some districts use the library fund to purchase text books for the pupils. The time for free text books has not yet come, and until then the law prescribes that, if in any school there are children whose parents or guardians are absolutely too poor to purchase the necessary books, the trustees shall furnish such books to those pupils and draw a requisition on the school fund for payment. To do otherwise than this is a misuse of the school funds.

Another error is the habit of purchasing with the library fund a hetereogenous supply of supplemental work, to the detriment of the library, whether authorized by law or not. It is prescribed and advised that certain supplemental work may be purchased with the library fund, all of which will have the library stamp attached; but where the supplemental work comes in lieu of regular text book on the subject, the pupil is required, if able, to purchase same.

With funds at our disposal and the condition of the library before us, improvement may be outlined as follows: The supply of working materials—by working materials is meant those books of reference and supplemental work which is absolutely necessary for the

those of maturer years, what relation exists between the play of passion in the younger and those of the older, what relation exists between the spontaneous gushing of the child and the sentiment of the maid, what relation exists between the personal likes and dislikes of youthful days and their choice of heroes and heroines in the nobler parts of fiction? The relation is humanity, sympathy for human kind, interest in a living thing.

The woman is the child grown, changed so far as humanity has changed her, or as humanity's heritage (books) have influenced her.

That one boy or all boys may be interested in Chaillu's adventures in Africa, what impels or what circumstances has led, what motive does he find, what interest is kept up by his reading of history? Wherein does the relation exist between a lion hunt and the battles of a country; wherein does the relation exist between the personal reminiscenes of a hunter and the biography of great men; wherein does the relation exist between the vicarious life of the hunter and the dry facts of National History?

Trace the relation, no blighting desert intervenes, no frozen steppes stay your weary feet, no unbridged river bars your progress; the secret is yours, grasp it, hold on to it, use it, and success is assured.

## HOW TO MAKE GOOD USE OF THE LIBRARY. HOW TO DIRECT AND ENCOURAGE PUPILS TO READ.

Given the library, how should it be used, and by what means shall the pupil be encouraged to read.

A child to be able to interest himself in a book and choose intelligently must have mastered the mechanical device of reading and the subtler process of extracting thought from the page, otherwise it will lead to choice of insipid literature, to repeated difficulties in language, to discouragement from a physical disability, and lastly to disinclination and disuse. They must know how to read, they must first stand before they can walk.

It is of no value to the pupils to place a library before them and tell them it is for their use and expect them to go into raptures over anything except the showy bindings. The untutored savage will do the same. You might as reasonably expect all your pupils to become skillful and soulful musicians by merely placing a collection of musical instruments in the room.

If pupils have no time or are not allowed to read at home, and there are such cases, and are capable of keeping up with their regular work, give them the opportunity of reading in the schoolroom. This will always be your source of discipline for a pupil whose abilities are beyond the average.

To a pupil who will not read it will be necessary to approach personally and advise the reading of some

interesting book, or where necessary, compel the reading of at least three books during the term as one of the conditions for promotion. To prevent such a pupil from merely taking the book home and returning it without being read, it will be necessary to require an oral or written summary of its contents. On the child who reads avidiously but not wholesome literature, it will be necessary to place a gentle but firm restraint.

The reading child is developed, not found, and the teacher who would promote the reading habit in the pupil must be conversant with every book in the library and possess a fund of intelligence and general information far beyond the sphere of the child; so that, no matter what may be the subject for recitation, when you have roused their interest to the boiling point by the intensity of your enthusiasm, send them to the library for further information. If what is required is not there draw on your own ample store for their benefit. Around the library should center the greatest power and influence of the school.

It is not the intention of the public schools to produce a blacksmith, a carpenter, an artist, a musician, a doctor or a statesman who may, without further ado, temper steel, build a house, paint a madonna, compose an oratorio, disect a microbe, or rival the plumed knight. Neither will they issue a blockhead or an imbecile. The schools do not take upon them the faults and criminal responsibilities of heredity. But it does aim in the coming future to eradicate such foul stains on civilized humanity by the present influence of a liberal

education to enlighten the minds and ennoble the souls of the sons and daughters of future generations. An education by means of which he is fitted to occupy any vocation that surrounding circumstances may impel him to adopt. Or if surrounding circumstances presume on him the burden of a humdrum life, he shall be fitted to enjoy in his spare moments the aesthetic and cultured side of life, therby rousing in him a mental stimulus and saving him from the death of mortal apathy.

## EFFECT OF JUDICIOUS USE OF THE LIBRARY ON PUPIL AND SCHOOL.

The effect of judicious use of the library will soon make itself felt on pupil and school. Parrot answers to questions will cease. Individuality will assert itself in each pupil. A breadth of thought and reasoning, oftimes surprising, will manifest itself in the oral and written work of the school. Children have a much greater capacity for the abstract than we give them credit for. Suit your language and teaching to their conditions and they will grasp the deepest thoughts of Shakespeare.

A good library with pupils who know how and do use it renders discipline a pastime. More of ethics become a part of the child's nature through the influence of one good book that has interested him than years of direct precept would infuse. Direct precept has no life, it chills and grates on spontaneous action, producing, when thus followed, narrowness and bigotry. Indirect precept in a story that abounds with life enlarges the

mind and opens the heart. Books are companions to the readers, so strength of purpose, sympathy with fellowmen, independent judgment and nobility of character is developed by the powerful influence which an author wields over the reader.

There is no such thing as poverty or wealth in reading; no such thing as english squire or southern gentleman, the reading laborer and studious artizan outrank all wealth or position occupied by ignorance. How painfully apparent has this been demonstrated by examples of men with a natural shrewdness for business and money-making, who, having attained the position that wealth unfortunately gives, seek to make amends for their deficiencies by the possession of an elaborate library which they can neither read nor enjoy; and how anxious they are to see their children have a college education, so that they might enjoy that portion of success in life which the parent did not.

Given the physical ability to read and to read understandingly with the inclination and direction of purpose in the choice of reading; and no matter what may be the future sphere of that child, he will be capable of taking his place in the social circle, in the business marts of the world, in the military organizations of his country, or in the arena of political debate.

To be able to direct the pupil, the teacher must know how to read, must be in a condition to enjoy the best of literature, and from the heights of your attainments be ready to stoop to the level of children and impart to

them the fire of your enthusiasm. Success is the goal of your ambition and reach it you must.

It has been said "That the life that ends in heaven is a success." Of the millions who seek to gain that success, how many locate or conceive what heaven is. The human family are prone to look for heaven anywhere but in themselves or their immediate surroundings. Is it because we are conscience stricken of the possibility of anything of the kind living within us, or is it because God's handiwork which we see all around us is so polluted by humanity that we cannot see the maker's face.

Were we to realize our conceptions of heaven our enjoyment in it as residenters would be brief. But why seek to encourage a hopeless imagination, when we have the words of Him, who trod the vale of tears. "The kingdom of heaven is within you." The crown of gold is the mind of man, the harp within your hands is the music of the soul in communion with nature, and the golden streets are the paths of right doing, truth, and nobility of character. This is the morning of our ambition, use the light of your knowledge while in its zenith, grasp every opportunity while the last faint rays slant your horizon. Work ere the deepening shadows approach you, gather strength ere the murkiness of the night appal you, succeed ere the impenetrable gloom of the grave envelop you.

### WHAT BOOKS SHOULD A CHILD READ.

A child develops no power if it does not work and work independently. To simply work because told to

do so is mere mechanism. Many are the dire results from following blindly and without thought the footsteps of others. A great leader draws others to him by independence of action and an appeal to the judgment of his followers, while a dangerous leader draws others after him, not to him, by taking their nose between his fingers, stifling the scent of danger and increasing the fear of pain.

So in determining our choice of a book or books for pupils to read, we must bear in mind that that which impinges strongest on the mind will leave the longest and strongest impression, but do not attempt to make a quartz mill of your pupils' brains, otherwise you will accomplish what is intended of a quartz mill, reduce them to pulp.

Some one book creeping into the quiet lives of individuals has brought them forward as potent factors in shaping the destinies of nations.

'Tis men from the humblest sphere in life that have led in all the arts and sciences of the world, 'tis men from the lowly cottage that have enriched the literature of the world, 'tis men of obscure origin who have controlled the destinies of the nations of the earth; and to the last it will be the men who read and think that will furrow the earth with a ploughshare; not those yielding the power of politics or wealth, their influence not being deeper felt than the scratch of a pen on a rock.

Although we cannot always depend on a child's choice as being the book for him to read, yet the book

for him to read is the one in which he is so deeply interested that the child unconsciously becomes a part of the story, is moved to indignation when injustice is done, to tears when sorrow approaches, to tenderness where affliction is felt, to admiration for pluck, to a love of candor, and to emulation in heroic thoughts and acts; where an onlooker may see the author's power over the mind of the child in the compressing of the lips, the flushing of the face, the loosening curves of the mouth, and the liquid softness of the eyes.

Pity the individual who reads but for frivolous pastime where the reading has created no mental stimulus, encouraged to no physical action. Such persons are in a worse condition than those advised at the entrance of Dante's "Inferno," and pity the one whose time is so occupied by the cares and worries of life, oftimes self-inflicted, that they cannot and will not seek kindly solace and glints of sunshine in the haven of other's thoughts; who take a morbid delight in increasing their own and other's burdens, where life is run on a tuning fork, where joy is vinegar, and sorrow gall, and where they think the burden of life laid upon them is greater than on any one else. Poor, self-willed, misguided creatures, they are only pricking themselves with a buzz-saw of their own make, and everyone else who ventures to approach them; and, when fellowship and friendship has fled from their surroundings, with direful tones and furrowed face, they claim a martyrdom to a thankless race.

Have you ever watched a child at a circus or theatre? Why do they enjoy these more than their elders? For the time being, acts and actors are all realty to him; his mouth is ever open ready to swallow whatever may come along; his eyes are sparkling with intense enjoyment; daring feats excite his wonder; the various performances receive his honest admiration, while the clown is his well-spring of perpetual laughter.

In contrast mark the pessimist who thinks all happiness is the result of a diseased imagination, while the truth really is pessimism is a disease that has eaten away the owner's imagination and deprived him of one of the prime glories of human existence.

They see the storied castle a gilded box, the actor stripped of his tinsel; they look behind the scenes and find the shady side of life, the whole a painted sham. They look only for the realty, for cold-blooded facts, and these only what their diminutive minds are capable of grasping; they see good in nothing; everything must have a sinister motive; their lips curl in mocking scorn, while their eyes assume the steely glitter of the snake. God pity them, for that infinite pity which covereth all humanity is the only pity that may reach them, since they either stifle or kill human pity.

Better to have loved and lost, better to have hoped against hope, better to have come under the ban of dame fortune, better to have met disappointment and to rise phœnix-like from the ashes than to have come within the blighting influence of one who sees no good and finds no happiness in man's or God's creations.

Give a child a book in which he may be interested, which encourages him to noble and independent action, which shows that something is required of him, not only for himself but for others as well, and that he cannot be doing a more lasting good for himself than that of doing for others; give him the book which in reading will become a part of himself, which will give him breadth of mind and strength of purpose, which will encourage him to paths as yet untrod, paths by which with valor bold he yet may reach to heights untold.

The book that a child may not read is one of those containing accounts of impossible goodness, where the bad boy gets drowned for going in swimming or boating on a Sunday, where the avowed aim is to teach a love of truth by means of a string of pernicious falsehoods, where honesty is taught by adherence to a rabid dogma, and where the love of liberty is selfish, narrowed, twisted, and finally lost sight of in a sea of theological abstractions, ending in a perverted judgment and the leaders and followers of dangerous factions.

No self-respecting child will read such stuff, no child would tolerate such ideas in his head were it not forced upon him by misanthropists, by intolerant, narrow-minded, and consequently, ignorant persons, who, being older and in authority, have the power, however unworthily, to force upon the child by hook or crook such barb-wired theocracy.

No book must be read, no lecture listened to, if it do not conform to the particular tenets of their doctrinal ideas. All independent thought must be stifled. No rose to delight the wandering eye, no lily of the valley in fragile beauty girt, all God's creations smothered in a stye, and the soul lies buried neath the slimy dirt.

Dare feed your child on carrion, but shudder for the result. The odor of dead men's bones would be a sweet smelling perfume in comparison.

Direct to reading the books of men and women who are close observers of nature, for nature is the great laboratory of our knowledge, above, below, on every side, volume upon volume lies; and he who draws from the fountain head is refreshed in body and soul, for nature writes on the minds and hearts of individuals by the same process as age will furrow the cheek and wrinkle the forehead. The withering of the leaf and the fading of the human hair are alike nature's handiwork.

Direct so that in the years to come the child may be able to say with the poet:

"Were I in churchless solitudes remaining,
Far from all voice of teachers or divines,
My soul would find in flowers of God's ordaining
Priests, sermons, shrines."

# Legislative Provisions For Education and Recreation

Report of Sub-Committee VIII

L. B. Bridgman, Chairman

Of the Committee appointed by

The Local Council of Women

For the

Establishment of Municipal Social Centers.

San Francisco, California

1904.

The purpose of this report is to show (1) how far the use of school property is restricted by law, and (2) to what extent the present laws and customs sanction the use of school property outside of school hours, namely at other times than between 9 a. m. and 4 p. m., with a view to ascertaining what legislation, if any, is necessary for the further utilization of school property.

# MUNICIPAL SOCIAL CENTERS.

## PROVISIONS FOR EDUCATION AND RECREATION.

Sub-Committee No. VIII

### PROVISIONS MADE BY THE STATE.

A.

#### CONSTITUTIONAL PROVISIONS. ARTICLE IX.

*1.*

The State Constitution provides for the encouragement of Education as follows:

"A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the legislature shall encourage by all suitable means the promotion of the intellectual, scientific, moral, and agricultural improvement." Section 1.

*1.*

The Constitution creates the following officials and Boards:

Boards and Officials

1. A State Superintendent of Public Instruction, elected by the Electors of the State. Sec. 2.
2. A State Board of Education consisting of
   - The Governor—Pres. of the Board.
   - The State Superintendent — Secy' of the Board,
   - The President of the University of California,
   - The Professor of Pedagogy of the University of California.
   - The Presidents of the State Normal Schools.

   (Five in number) Sec. 7.
3. A Superintendent of Schools for each county, elected by the electors of each county. Sec. 3.
4. A County Board of Education — The members may be elected or appointed as provided by law. Sec. 7.

*2.*

The constitution sets aside for school use the following funds:

Funds

1. **A State School Fund** consisting of the proceeds of all lands granted by the United States to the State; all estates of persons who died without leaving a will or heir; a poll tax of two dollars levied on each elector between the ages of 21 and 60.

Sec. 5 and also Art. XIII, Sec. 12.

2. A general State School tax for primary and grammar grades. Sec. 6.

3. A special State School tax for high schools and technical schools. Sec. 6.

(Amendment adopted Nov. 4, 1902.)

Provision is also made for the support of a State University.

## II. POLITICAL CODE PROVISIONS—EDUCATIONAL.

### I. PART III. TITLE III. CHAPTER III.

**Rules and Regulations of the State Board.**

Those powers and duties of the State Board of Education which are of special interest to the Council deal with "the adoption of rules and regulations for the government of the public schools and the district School Libraries."

Art. I. Sec. 1521. Subdivision 1 of these rules and regulations are

**Teachers' Responsibility.**

1. Rules for teachers.
   a. Sec. 6. They are to use "vigilant and watchful care over the conduct and habits of the pupils during the time for relaxation and play before and after school, and during recesses, both in the school building and on the school grounds."

**Conduct of Pupils.**

   b. Sec. 8. "Teachers shall be held responsible for any want of neatness or cleanliness about their school premises.
   c. Sec. 13. "Pupils shall not be allowed to remain in any of the rooms that are provided with improved styles of furniture except in the presence of a teacher or a monitor who is made especially responsible for the care of seats and desks."
2. Rules of pupils.
   a. Sec. 6. "Every pupil shall have a par-

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ticular desk and shall keep the same and the floor beneath it in a neat and orderly manner."

3. Rules for district libraries. District Libraries.

a. "A library fund is deducted from the county school fund annually apportioned to districts and cities." "The library fund is sufficient to create the nucleus of a library, which cannot fail to add greatly to the intellectual resources of the district."

Librarian.

b. "The school teacher should act as librarian during the school term."

Kinds of Books.

c. Those districts which already have a fair collection will do well to purchase sets of standard authors. The aim should be to make the library do the greatest good to the greatest number. We advise that the first purchase of books be reference books."

Rules and Regulations

d. "The library shall be open for drawing and returning books (Here insert such time as may be determined by the Trustees and the librarian)."

e. "No person shall be entitled to two books at the same time, and no family shall draw more than one book while other families remain unsupplied.

"Any person other than the pupils attending, resident in the school district, may become entitled to the privilege of the school library by the payment of an admission fee of $1.00 and a monthly membership of 25c."

*2.*

SCHOOL LIBRARIES.

1. The Code makes the following provisions for the library fund: Art. XVI.

Library's Fund.

a. Fund for rural districts, and for cities divided into school districts, shall consist of not less than five, nor more than ten per cent. of the county school fund. Sec. 1713.

b. For cities not divided into districts the library fund shall consist of the sum of $50 for every 1000 school census children or fraction thereof exceeding 500. This fund shall be taken from the city or county school fund apportioned

to the city, and distributed among the schools in proportion to the average number of children belonging to each school. Sec. 1714.

Control and Situation.

2. The libraries are under the control of the Board of School Trustees or City Board of Education, and must be kept when practicable in the school houses. Sec. 1715.

Use.

3. The library is free to all pupils of a suitable age belonging to the school; and any resident of the district may become entitled to the privileges by the payment of such fees as the Trustees may prescribe. Sec. 1716.

*3.*

City Board of Education.

The powers and duties of the City Board of Education, which are of special interest to the Council are:

1. To appoint district librarians, and enforce the rules prescribed for the government of district libraries.

2. They manage and control all school property and school funds.

Extended Use of School House.

3. They may, and upon a petition signed by a majority of the heads of families resident in the district, must call meetings of the electors of the districts in regard to any of the affairs of the district, such as "the use of the school house for other than school purposes, provided that in no case shall the school house be used for purposes that necessitate the removal of any school desks or other school furniture." Art. VII. Sec. 1617, sub-div. 20.

Deaf Children.

4. They may establish in every school district containing 5 or more deaf children, between the ages of 3 and 21 years, separate classes for teaching by pure oral system. Art. VII. Sec. 1618.

*4.*

Funds—How and by whom apportioned.

Funds.

1. The State school taxes provided for in the Sate constitution are estimated by the State Controller.

State Estimate.

This amount must be sufficient to raise the sum of $7 annually for each census child between the ages of 5 and 17 years. Sec. 443.

2. All State school moneys, except 10 per cent. reserved for district library purposes must be applied exclusively to the payment of teachers salaries of the primary and grammar schools. Art. XX., Sec. 186, also Art. VII., Sec. 12. **Use of Funds.**

3. All State school moneys are apportioned by the State Superintendent of Public Instruction to the several counties in proportion to the number of school census children. **Apportioned by County Population.**

4. All State and county moneys are apportioned by the county superintendent of schools in each county as follows: **Apportioned by Number of Teachers.**

(1) He must ascertain the number of teachers in each district by calculating one teacher for each 70 school children, or fraction thereof more than 20; and one teacher for each 9 deaf children or fraction thereof more than 5.

(2) He must ascertain the number of teachers for the county by adding those for the district.

(3) a. $500 shall be apportioned to each school teacher assigned as above,

b. $400 to districts having 10 and less than 20 children.

c. Districts having over 70, plus a fraction less than 20, shall receive $20 for each child in said fraction.

d. Any moneys left over shall be apportioned to the districts in proportion to the average daily attendance. Art. XX., Sec. 1858.

5. The County Superintendent must furnish yearly to the Board of Supervisors, and to the Auditor respectively, an estimate in writing of the minimum amount of the county school fund needed. This is done as follows: Calculating as explained above in (3) the amount required, he must subtract from this the total amount of State apportionment. If this is less than $6.00 per child, it must be increased to $6.00 per child. Art. XVIII., Sec. 1817. **County Estimates.** **Minimum $6. per Child**

The tax levied by the Board of Supervisors of each county must not exceed 50c on each $100 of taxable property in the **Maximum 50c on $100.**

county, nor be less than the minimum reported by the Superintendent. Art. XVIII. Sec. 1818.

Districts Estimate.

6. A district school tax for additional school facilities or buildings may be levied not to exceed $1.00 for each $100 taxable property: 70c for buildings and 30c for other school purposes. Art. XIX Sec's. 1830-1839.

Bonds.

7. The Code provides for the issuance and sale of bonds of a school district for the purpose of raising money for purchasing land, buildings, or erecting buildings and supplying with necessary furniture and apparatus, or for improving the grounds. Art. XXI. Sec. 1880.

"The money to pay such bonds as shall be raised by taxation upon taxable property in the district." "The total amounts of bonds so issued shall not exceed 5 per cent of the taxable property of the district." Art. XXI, Sec. 1884.

## *III.* SPECIAL ACTS OF THE LEGISLATURE.

Special Acts.

Beside the provision already made for classes for deaf children, provision for parental and truant schools is made as follows :

Attendance Officer.

City and county boards of education may have one attendance officer for each 20,000 school census children, or one for each 20,000 plus a fraction less than 10,000. The compensation of such officer shall not exceed $1,000 per annum, payable from the county or special school fund of such city or city and county.

Sec. 4 of "An act to enforce the educational rights of children." Approved March 24, '03.

Parental Schools.

If the City Council, or governing board, grants its consent for the establishment of Parental Schools, the Board of Education shall furnish an estimate of the cost of purchasing or renting a suitable site, of renting or erecting a suitable building, and equipping the same as a Parental School, and the cost to the city or city and county other than the salaries of teachers and school supplies, of conducting school for the school year.

When such estimates are furnished it becomes the duty of the proper authorities to levy a special tax upon all taxable property of the city, or city and county, sufficient to provide the facilities, other than teachers' salaries and school supplies, needed.

Special Tax.

The proceeds of such special tax shall be known as the Parental School Fund. Sec. 7 of above act.

Besides the proceeds of this special tax all fines paid for violation of this act in regard to school attendance shall be paid into the Parental School Fund. Sec. 9.

Fines.

The expenses incurred for grounds, buildings, and equipment of parental schools, shall be paid out of the Parental School Fund; but teachers' salaries and school supplies shall be paid out of the same fund from which similar salaries and expenses are paid for primary and grammar schools.

Expenses From Special Fund. From General School Fund.

## B.

### CITY PROVISIONS.

The city has made provision for public education and recreation by the establishment of departments, boards and commissioners, and by providing funds for carrying on the business of the city.

*1.*

### DEPARTMENTS, BOARDS AND COMMISSIONS.

*1.*

The Board of Supervisors.

The Legislative Department consists of a Board of Supervisors of 18 members, elected by the electors of the city. Art. 31.

The following power of the Supervisors are of interest to the council :

(1) They may ordain local police, sanitary, and other laws. Sec. I. (1).

(2) They may purchase or acquire by condemnation such property as may be needed for public use. Sec. 1 (12).

(3) They may impose license taxes only upon such persons as require permits from the Board of Police Commissioners to carry on their business. Sec. 1 (5) of Chapter II, Article II.

(4) They may transfer from one department of the city government to another, vacant and unused lots of land. Sec. D (31).

The Mayor.

ART. IV, CHAP. I.

2. The Mayor may appoint the members of most departments. The Mayor shall, from time to time, recommend to the proper officer of the different departments such measures as he may deem beneficial to the public interest. Sec. 2.

3.

THE DEPARTMENT OF PUBLIC WORKS.

The Board of Public Works.

ART. VI.

3. The Board consists of three commissioners appointed by the Mayor at an annual salary of $4,000 each.

This Board shall have the superintendence and control, under such ordinanecs as may be adopted by the Supervisors (1) of cleaning and lighting of all parks, squares, and other public places and public buildings. Sec. 9 (3) ; (2) of the cleaning of all public buildings, and the appointment of janitors and employees, Sec. 9 (4) ; (3) of the construction of any and all public buildings and structures, under plans duly approved by the various departments, including school houses, and the repair and maintenance of any and all buildings and structures owned by the city and county.

NOTE. The City Architect is in the employ of the Board of Works. The sympathy and co-operation of this Board and the architect would seem to be of prime importance.

The powers and duties of this Board are so extensive and deal with such large enterprises—such as construction of all public buildings, improvement of streets, construction of sewers, regulating the placing and removal of all tracks, poles, wires, pipes—that the vital importance of the special construction of school houses, to meet the local demands and needs, may not at once appeal to the Commissioners. The West of Castro Improvement Club found that constant vigilance was necessary in order to have the basement of their new school house constructed according to their local wants.

4.

THE DEPARTMENT OF PUBLIC SCHOOLS.

Board of Education.

consists of a Board of Education composed of four School Directors appointed by the Mayor at an annual salary of $3,000. Art. VII, Chap. I.

School Department.

1. The School Department shall include primary and grammar school, and may include evening department, technical, cosmopolitan, high and normal schools. Art. 33, Chap. II, Sec. 1.

2. Adults are entitled to free instruction in the evening schools. Sec. 2.

3. The Superintendent of schools is elected by the people at a salary of $4,000 per year. He is a member of the Board of Education without a right to vote. Sec. 1.

**Superintendent of Schools.**

He must keep the Board informed of the condition of the school houses and other matters connected therewith, and recommend such measures as he may deem necessary for the advancement of education and the care and improvement of the school property. Chapt. IV, Sec. 5 (3).

**New School Buildings.**

4. When further school accommodations are needed, or when repairs or alterations are required, the Board of Education may, by resolution, make a requisition upon the Board of Public Works for plans, specifications and estimates for a new school house. If these plans are approved by the Board of Education, the Board of Public Works must proceed without delay to the construction of such school house or repairs or alterations. Chap. VI. Secs. 1 and 2.

**Clear Space Around Buildings.**

5. Any school building hereafter constructed shall have a clear space of at least 10 feet around it. Sec. 3.

5. The Public Libraries and Reading Rooms shall be under the management of a board of twelve trustees, one of whom shall be the Mayor. They shall receive no compensation, and shall fill any vacancies which occur in their Board. Chapt. VII. Sec. 1.

**Library Trustees.**

**NOTE.** [Practically they hold office for life or until resignation. They have the reputation of rendering the city the best and most economical service of any department.]

**Powers of Trustees.**

POWERS OF LIBRARY TRUSTEES.

1. To make and enforce rules and regulations for the government and protection of libraries, reading rooms, and branches and all property belonging or loaned thereto. Sec. 6 (1).

2. With the approval of the supervisors, expressed by ordinance, to erect and equip such building or buildings, room

or rooms, as may be necessary for the library and the reading rooms and the branches thereof. Sec. 6 (8).

Branches.

3. To establish such branches of the Library and reading rooms as the growth of city or county may from time to time demand.

Public Buildings Used for Libraries.

4. The Supervisors may appropriate and anthorize the use, either in whole or in part, of any real estate belonging to the city and county, for the purpose of erecting and maintaining a building or buildings thereon to be used for the Library reading rooms, or branches thereof, and may appropriate the whole or any portion of any public building belonging to the city and county for such use.

NOTE. [The main library at present occupies a portion of a public building. The Trustees have all necessary control over that portion occupied by the Library. These quarters lack much to be desired, but they are infinitely better than no quarters at all. So, at least as a temporary provision, the school house might be used, thus making it possible to have more branches, more books, more libraries, than are at present possible.]

*6.* 6. The Board of Public Health shall consist of seven members, five of whom—appointed by the Mayor—shall be regularly certified physicians, and serve without compensation. The Chief of Police and the President of the Board of Public Works are ex-officio members. Art. X. Sec. I.

Board of Health.

Civil Service.

All appointments of this Board are under the Civil Service regulations. Sec. 5.

The Board has control of—

1. All matters pertaining to the preservation, promotion, and protection of the lives and health of the inhabitants of the city and county.

It shall have sanitary supervision of the municipal institutions, including school houses and all public buildings. Sec. 3.

2. The Board may appoint such officers, agents and employes as may be necessary for the proper and efficient carrying out of the purposes and duties of the Board. Sec. 5.

NOTE I. [The Board of Health is an example of the co-operation and co-relation of Municipal Boards.]

[This Board might be of service in making proper appointments of gymnasium instructors and play ground attendants, and in providing resting rooms with trained nurses in charge, for school children.]

NOTE II.

7. The Board of Park Commissioners consists of five members appointed by the Mayor, and serving without compensation. One of its members must be an artist.

*7.*

Park Commissioners.

1. They shall have exclusive control and management of all parks, squares, and the grounds surrounding the public buildings now owned or hereafter acquired by the city and county. Art. XIV. Sec. 3.
2. The Chief of Police, shall on the request of the Commissioners, detail such members of the police force for services in said parks, squares, and grounds as may be necessary for the proper observance of the ordinances of the Commissioners.

FUNDS.

TAXES—AMOUNTS DETERMINED.

ART. III. CHAPTER I.

*II.*

1. Before the first Monday of April, heads of departments, boards and commissioners, must send to the Supervisors and Auditor an estimate in writing of the amount, specifying details, and including salaries of subordinates, required for their departments. Sec. 1.

*1.*

2. On or before the first Monday in May the Auditor shall send to the Supervisors
(1) An estimate of the probable expenditures stating, not only the want of each department, but the amounts required to meet interest and sinking funds for outstanding debts
(2) Showing specifically the amount necessary to be apportioned to each fund in the treasury.
(3) An estimate of the amount of income from fines, licenses, and other sources of revenue, exclusive of taxes upon property; and
(4) An estimate of the probable amount required to be levied and raised by taxation. Sec. 2.

Auditor's Estimate of Expenditures and Income.

**Supervisors' Budget.**

3. Between the first Monday in May and the first Monday in June the Supervisors shall, by a majority vote of all members, make a budget showing in detail the aggregate sum and the items thereof allowed to each department, which the Supervisors deem advisable for paying the expenses and conducting the public business of the city and county for the ensuing fiscal year.

**Protest of Taxpayers.**

4. Before determining the fiscal budget a time must be fixed to allow the tax payers to be heard in regard to it. Sec. 3.

**Mayor's Veto.**

5. The Mayor may veto the budget in whole or in part, and 15 votes (out of 18) of the Supervisors are necessary to overcome his veto. Sec. A.

**Annual Tax.**

6. The Supervisors must cause to be raised by tax the amounts appropriated in the budget less the amount received from fines, licenses, and other sources of revenue. Sec. 5.

But such tax, exclusive of (1) the State tax, (2) the tax to pay the interest and maintain the sinking fund of the bonded indebtedness of the city and county (3) the tax to pay for the maintenance and improvement of parks, squares and public grounds of the city and county, shall not exceed the rate of one dollar on each $100 valuation of the property assessed. Sec. 11.

**Suspension of Dollar Limit.**

The above limitation shall not apply in case of any great necessity, or emergency, but may be in such case temporarily suspended by ordinance passed by the unanimous vote of the Supervisors and approved by the Mayor. Sec. 13.

**NOTE.**

[The difficulty of carrying out the provisions of the above section is the difference of opinion in regard to "any great necessity or emergency."

Two years ago a special tax of $400,000 was levied in accordance with this section to improve the overcrowded and unsanitary condition of the public schools. The money thus provided is still tied up by the courts. Lawyers are urging the taxpayers to prolong the litigation, and tax payers, wonderfully credulous concerning the dishonesty of public officials and distrustful regarding the wisdom and necessity of governmental provisions, are willing to prolong the litigation, which means, first, that a portion of this tax may be paid to a class of men who make their living out of just such credulity and distrust; and, second, the city will certainly be involved in expense and delay, causing still larger expenditures, footing up a bill which the tax payer must, in the end, meet. The recent investigations of the Boards of Health aud Edu-

cation show that the "urgent necessity" fund has not decreased in the past two years.]

7. The Supervisors may appropriate $36,000 for an urgent necessity fund not otherwise provided by law. See Sec. 13. A five-sixth vote of the members and the approval of the Mayor shall be necessary in order to draw money from this appropriation. Sec. 8.

Urgent Necessity Fund.

THE SEVERAL FUNDS.

2.

ART. III. CHAPT. II.

Special Funds.

All moneys, except fees, must be at once apportioned and kept in separate funds.

The funds are as follows:

1. The General Fund contains all moneys except fees, not apportioned to any other fund. From this fund are paid all the expenses of the various departments, except such expenses as are paid out of funds specifically provided. Art. III, Chap. II, Sec. 2, and Art. XVI, Sec. 37.

2. The Park Fund Consists of moneys from a tax especially provided for this purpose (Sec. 1, above) of not less than 5c nor more than 10c upon each $100 assessed valuation of taxable property.

Out of this fund are to be paid the expenses of every kind for the preservation, maintanance and improvement of the parks, squares, avenues, and public grounds.

Library Fund.

3. The Library Fund consists of a minimum of 1½c and a maximum of 2½c from the general tax of $1 per $100 taxable property. This must be spent for the maintenance of library and reading rooms and the purchase of books. Sec. 2.

4. The Surplus Fund consists of moneys remaining at the close of the year in any of the other funds for which special provision is not made. The moneys in the Surplus Fund may be used to pay any final judgments against the city and county, or any outstanding funded debts of the city and county, or may be reapportioned to the several funds for the ensuing year. Sec. 4.

5. The unapportioned fee fund consists of fees collected by any legally authorized officer. The Treasurer shall transfer such moneys to the funds to which they are apportioned by law. Sec. 4 and 10.

**Common School Fund. How Estimated.**

6. The Common School Fund is estimated and provided for as follows:

(1) The Board of Education estimates the total amount necessary to meet the annual expenses, specifying the separate amounts for supplies, including text books for indigent pupils; for procuring sites, for leasing or erecting buildings; for furnishing, altering, or repairing buildngs ; for salaries of all persons employed in the school department, and for other necessary expenses.

**Limitations Regarding Amount.**

(2) This total amount shall not exceed $32.56 for each pupil in attendance during the preceding fiscal year. (Note that this estimate is for pupils actually in attendance, and not for the number of school census children.)

(3) All revenue derived from other sources than city and county taxes, such as the portion from State taxes and the income from school property. The remainder is provided by the Supervisors levying a city and county tax sufficient to make up the $32.56. Art. VII. Chap. V Sec. 12.

**NOTE.**

[A little calculation will show how utterly inadequate this amount is to meet the demands of the schools and the women of the Council, once understanding the situation, would be the last to recommend any measure which would divert any portion of this fund from the regular school system. On the contrary, the above provisions suggest future work which the Council might, with credit to itself and benefit to the city. undertake, namely, an amendment to Art. VII, Chap V. Sec. 1 and 2, which shall enable the Board of Education to raise funds sufficient to provide rooms and teaching force NOT on the basis of one teacher to each 70 to 90 school census children, but on the basis of one teacher for an average attendance of not more than 20 pupils.]

**Suggested Amendment to Article VII.**

**Suspension of the Above Limits.**

(4) In case of extreme emergency or great calamity, such as disaster from fire, riot, earthquake or public enemy, the Board of Education may, with the approval of the Mayor and Supervisors, incur expenses in excess of the annual limit for the repairs, construction and furnishing of schools so injured or destroyed. Art. VII, Chap. V, Sec. 3.

Every demand against the city and county must show—

*3.* Disbursement of Funds.

(1) The ordinance or authorization under which the demand was allowed.

(2) The name of the board, department, or authority authorizing the same.

(3) The fiscal year within which the indebtedness was incurred.

(4) The appropriation provided to meet the demand.

(5) The name of the specific fund out of which the demand was payable.

Each demand shall

(1) Have written or printed upon it a statement that this demand can only be paid out of the income and revenue provided, collected and paid into the proper specific fund in the treasury for the fiscal year within which the indebtedness was incurred.

(2) Refer to Chap. II, Art. III, and

(3) Be numbered with reference to the fund out of which it is payable. Chap. III, Sec. 13.

NOTE I.

[The above regulations suggest the desirability of a "Municipal Social-Center Board" and a "Municipal Social-Center Fund," to carry out the plans of the Council. To this end it may be necessary to amend the charter by a new article (XVII) providing for such a Board, and, further, to amend Art. III, Chap. II by adding a section providing a special fund.]

NOTE II.

[While it seems unnecessary for the Council to take up the burden of providing the necessary funds for establishing, and maintaining Municipal Social-Centers, they should endeavor to have a permanent fund and department established in order to avoid the danger of leaving the work temporarily suspended by an economical, so-called, set of politicians—a calamity which befel New York and has constantly hampered the work in Chicago.]

*4.* Bonds.

4. Bonds: Proceedings of the Board of Supervisors in accordance with the State Constitution, Art. XI, Sec. 18, permitting the city to vote a bonded indebtedness, and the amended provisions of the Charter, Art. XVI, Sec. 29 and Art. XII, Sec. 1 to 13 inclusive, permitting the establishment of a bonded building fund, and regulating the conditions under which bonds may be issued.

History of the Bond Issue.

1. On August 3, 1903, the Board of Supervisors passed an ordinance calling a special election in order to submit to the voters a proposition to incur a bonded indebtedness for the purpose, among,

others, of providing increased faciltes to the people of San Francisco for education. This special election was held Sept. 29, 1903, and most of the provisions of the ordinance received the required 2-3 majority vote.

2. The Courts are now deciding upon the legality of these bonds, and the matter is being pushed to an issue with commendable promptness. The chances are that early in 1905 the funds will be available.

NOTE. [It may not be out of order to remind those who have criticised this promptness, alleging that it was due to a desire on the part of the present officials to handle the enormous sums involved, that those who voted the bonds are also responsible for the personnel of the present Official Boards, and also that a good motive can be assigned for this haste. It would be nothing short of criminal, present conditions as they are, to permit any delay in the matter. Watchfulness should be constantly exereised, and blame and praise given when due. To this end the Merchants Association has formed a committee to watch the expenditure of the fund provided by these bonds, and other organizations would do well to follow their example. The official newspaper is the Evening Post and other newspapers will, if the people demand it, and if their circulation is effected by that demand, publish ungarbled and unpartisan reports of all expenditures.]

Amount and Specici use of Bonds.

3. The amount and special use of some of the bonds is as follows:

| | |
|---|---|
| School Bonds..... | $3,595,000 |
| Library Bonds ..... | 1,647,000 |
| Childrens' Play-ground Bonds ..... | 741,000 |
| Telegraph Hill ..... | |
| Park Bonds ..... | 597,000 |
| Mission Park Bonds ..... | 293,000 |

The money realized on these bonds must be used for purchasing sites and erecting buildings.

Conditions Controlling Expenditure.

4. The conditions controlling the expenditure of the bonds are as follows:

The municipal ticket used in voting these bonds contained 12 propositions, each of which stated

(1) the purpose of the bond

(2) the amount of the bond

(3) and the interest, as: (1) for the construction and improvement of school houses, (2) a bonded debt of $3,595,000, (3) with interest at 3½ per cent. per annum.

The notice of the election also stated that the construction and acquisition of such buildings ,improvements and lands was to be in accordance with plans, esti-

mates of cost, and appraisements of the City Engineer, already filed with the Board of Supervisors.

5. These plans state—

General Plans.

(1) The site and size of land desired, and add "upon a parcel or lot of land of similar size and like value and in the immediate neighborhood."

Plans for Schools.

(2) For school buildings, the number of class rooms and the material, as brick, etc, are specified, and 27 new school buildings are to be erected either upon the present sites or upon new sites, 3 buildings are to receive additions, and 16 of the present sites are to be enlarged .

Plans for Play-grounds.

(3) Two new children's play grounds not connected with schools) are to be provided.

For Library.

(4) A main Library building (no branch buildings) is to be provided.

6. All the proceeds of these bonds will be expended by the Board of Public Works in accordance with the plans of the Board of Education, the Library Trustees and the Park Commissioners.

Expended by Whom

5.

Private gifts.

Gifts.

During the last two years the city has received two important donations for branch libraries, one of $25,000 from ex-Mayor Phelan for a building, and one of $42,500 from Mr. Andrew McCreery for a building. Both of these are situated on school lots transferred by the Board of Supervisors to the Board of Library Trustees.

NOTE.

These donations suggest that the carrying out of plans of the Council for the establishment of Municipal Social Centers would be hastened if some public spirited person gave the city a sum sufficient for a site in some crowded, residential part of the city, and for a school building to be erected thereon, to be used, not only for the ordinary school purposes, but also as a neighborhood center, and to serve as an object lesson in municipal economy—the wise expenditure and use of wealth.

CONCLUSIONS REACHED BY YOUR SUB-COMMITTEE.

1. The use of school property for other than school purposes has been sanctioned by the State.

2. Further State Legislation is not necessary.

3. There is already some co-operation and much inter-dependence of the different Municipal Departments. The difficulty in the way of further co-operation is due, probably, to the difference in the personnel, method of appointment, and pay of members of the different departments. This difficulty should not be a serious one.

4. The Board of Education, by supporting night schools, has established a precedent for increasing the returns to the people from the money which they have invested in Public School Property. By supporting a children's play-ground, they have recognized that the "play-business" is quite as important as the studies in the development of the child.

5. The present school funds are not sufficient to provide for the education and development of the children of San Francisco, hence a separate and permanent fund for the establishment of social centers should be provided. This fund should be sufficient to provide the extra instructing and supervising force required, and whatever furniture and apparatus may be necessary .

NOTE. It is assumed by your Committee that land, house-room, and janitor service will be amply provided by the Boards of Education, of Public Works and of Parks; that the Park Commissioners will care for the play-grounds in the way of fitting out necessary school gardens, providing sand bins, supervising the necessary grading and tree planting; that the Library Trustees will furnish books, and, when possible, Librarians.

6. In order to have a permanent fund, and not depend upon yearly appropriations made by the Board of Supervisors, it may be necessary to amend the Charter so that the moneys for this fund may be provided, either from the General Fund or from a special tax, as in the case of the Park Fund. The opinion of the City Attorney, or some equally well informed person, in regard to this matter should be obtained.

7. Regarding the establishment, supervision and control of Municipal Social-Centers, the following methods are suggested:

(1) The creation of Municipal Social Center Department or Board.

This Board should be given full liberty to employ all necessary workers, or to approve of such workers as are transferred from other departments. A salaried Superintendent of Municipal Social Centers should be employed. He should be a man of education, culture and business ability, with a keen judgment in regard to people, and a personality capable of attracting to this department, as glad workers, the best and freest of our young men and women.

(2) The work might be put in charge of the present school Board, the School Superintendent, with a special deputy appointed to supervise the work.

The appointment of another deputy would require a Charter amendment. While the school department already has its hands full, its interest might be so awakened that it would be willing to undertake the added work.

(3) The management of this department might be put in the hands of an outside Board, that is, one having no political connection with the city, such as a Board whose members are chosen from the various clubs, some club or Federation of clubs being responsible for the personnel and acts of the Board. This method has

been tried in Chicago, and is not recommended—except as a temporary device for the reason that its work will be constantly hampered by lack of funds, and by the multiplicity of interests (also the spasmodic interest) characteristic of clubs.

This method is mentioned as one to be avoided, for it will be suggested again and again, and will be one of the easiest to adopt—and fail in—since it requires no amendments to the Charter.

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7. Regarding the establishment, supervision and control of Municipal Social-Centers, the following methods are suggested:

(1) The creation of Municipal Social Center Department or Board.

This Board should be given full liberty to employ all necessary workers, or to approve of such workers as are transferred from other departments. A salaried Superintendent of Municipal Social Centers should be employed. He should be a man of education, culture and business ability, with a keen judgment in regard to people, and a personality capable of attracting to this department, as glad workers, the best and freest of our young men and women.

(2) The work might be put in charge of the present school Board, the School Superintendent, with a special deputy appointed to supervise the work.

The appointment of another deputy would require a Charter amendment. While the school department already has its hands full, its interest might be so awakened that it would be willing to undertake the added work.

(3) The management of this department might be put in the hands of an outside Board, that is, one having no political connection with the city, such as a Board whose members are chosen from the various clubs, some club or Federation of clubs being responsible for the personnel and acts of the Board. This method has

been tried in Chicago, and is not recommended—except as a temporary device for the reason that its work will be constantly hampered by lack of funds, and by the multiplicity of interests (also the spasmodic interest) characteristic of clubs.

This method is mentioned as one to be avoided, for it will be suggested again and again, and will be one of the easiest to adopt—and fail in—since it requires no amendments to the Charter.

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# The Socialization of the Public School

## Conditions in Cities other than San Francisco, and in Foreign Countries.

## Report of Sub-Committee XI

R.6
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of the Committee appointed by

## The Local Council of Women

For the

## Establishment of Municipal Social Centers.

San Francisco, California
1904

REPORT OF SUB-COMMITTEE XI

# THE SOCIALIZATION OF THE PUBLIC SCHOOLS

CONDITIONS IN CITIES OTHER THAN SAN FRANCISCO, AND IN FOREIGN COUNTRIES.

# Report of Committee on Socialization of Schools in Cities other than San Francisco, and Foreign Countries.

Socialization of schools, which means the use of schoolhouses and grounds for other than school purposes and in more than school hours, has taken place along four principal lines: 1—School Gardens; 2—Playgrounds; 3—Vacation Schools; 4—Evening Lectures and Entertainments. Of these activities, 1, 2 and 3 have been most extensively tried; some in cities, others in rural districts. There is ample need for all in every school center, but the interest, support and opportunity vary in each place.

## ABROAD.

In Europe the school garden idea has taken the firmest hold of any of these forms of socialization and has become more or less a part of the school system. *Austrio-Hungary* had, in 1898, 18,000 school gardens, with an area of thousands of acres. For twenty years this has been a live question in *Switzerland* and model school gardens now exist in five normal schools and many elementary schools. *Belgium* makes the study of horticulture compulsory, every school must have at least 39½ square rods of garden to be used in connection with botany, horticulture and agriculture. In 1894 *Sweden* had 4,670 such gardens. *Germany* has a central school garden of 5 acres in Breslau, Cologne, Dortmund, Mannheim; of 3 acres in Leipsic, Altona; of 2 acres in Karlsruhe; of ¾ acre in Gera and Possueck. In many smaller towns are gardens of smaller size. No government regulates the matter, but each State determines its own act. *France* has thousands of such gardens; since 1887 no school building plan in which the State is concerned has been accepted which did not include a school garden, with the result that 28,000 primary and elementary schools have gardens. *Russia* began to develop this line of education in the early '70s; seeds were distributed and expert gardeners sent out to conduct lines of study. In 1897 there were 8,000 gardens and

many colonies of bees, and silkworms hatcheries. *Italy* and *Great Britain* and the *Netherlands* have as yet no organized effort, but are awakening to the need for action.

## UNITED STATES.

Massachusetts has the honor of making the first systematic effort in this country. Through the work of the Massachusetts State Horticultural Society, the George Putnam school of Roxbury started a garden for wild flowers; from this the movement has spread to a dozen Eastern States. In 1903 there were gardens connected with schools in California, Connecticut, District of Columbia, Illinois, Maryland, Massachusetts, New Mexico, New York, Rhode Island, Vermont, Wisconsin, Porto Rico and Hawaii, while several other States have plans under consideration.

The nature of these gardens varies quite widely. It may take the line of schoolyard improvement, the planting of trees, shrubs and flower gardens in the school grounds themselves. It may be that part of the yard, or some nearby property is laid out in plats and assigned to volunteer gardeners among the children, of whom there are always more than can be supplied with space. The available ground may be divided into class allotments and be under the care of several gardeners. In some cases there may be only a teacher's garden, where materials are obtained for class use. Of all these the most productive is the "volunteer gardener plot"; this starts assured of success, for those children begin who really care for the work, and by their example arouse a wish to do likewise in those of other natural tastes. No amount of urging on the part of the teacher could accomplish so much. The result of such work on the habits and character of the young gardeners is most encouraging. A love of outdoor occupations, an appreciation of the beautiful, an increase in powers of observation and of persistent manual labor at which girls as well as boys prove efficient—a stimulation of constancy of purpose and faithfulness are some of the fruits. Further than this, a sense of the value of a garden arises, which develops a respect for flowers, shrubs and trees in parks, streets and private grounds. The school garden is a direct outgrowth of kindergarten and nature study work and its results are to be doubly commended in that it gives the best opportunity for nature study and at the same time exerts a strong influence on character.

## MUNICIPAL PLAYGROUNDS.

The "Playground" forms a distinct line of school socialization, usually connected with and centering in, the life of school children, though frequently including other members of the community. The object of such institutions is threefold: 1—To develop the healthy and normal instinct of the young to play, to see that right kinds of play are chosen, and that the conditions of the game or exercise are hygienic; 2—To keep the children off the public streets where danger to life and temptation to lawbreaking are always at hand; 3—To provide a chance for clean, wholesome amusement. Naturally the need for such influences is greatest in cities, where crowded centers are always to be found. Europe is already noted for its provisions in park and other out-of-door playgrounds. Modern Paris, Berlin, Vienna, Hamburg and London have done much by providing for games of all kinds in the larger parks. Football, cricket, golf, tennis, hockey, music, etc., are to be found free to all. The most recent move has been to make playgrounds in the crowded centers, using every available surface. New York, Chicago, St. Louis, Boston and other cities are making great progress in these lines. Three principal kinds of playgrounds are found: Grounds in direct connection with the schools, either on the property or on some obtained specially for the purpose; these are under the direction of teachers and managed by boards of education; playgrounds in parks under the control of park commissioners and usually not under supervision; out-of-door gymnasia often supported by subscription and always under the direction of competent physical directors.

## VACATION PLAYGROUNDS.

Playgrounds first became a subject of importance in Germany ten years ago. The park commissioners were instructed to select parks in suitable places; societies were formed to buy sand, balls, bats, footballs, tennis screens, gymnastic apparatus, etc. Teachers were placed in charge during vacations and on holidays, paid at first by the societies, later by school authorities. In 1897 a report of the extent of the movement in Russia alone showed that 1,985 schools had "public play" and gymnastic exercises combined, 1,272 had "plays" but no gymnastics. The time required for out-of-door exercise varied from one to three hours, four times a week. In 2,147 cases the playgrounds are near the schools, in the remaining

1,110 the distances were from five to twenty or more minutes. The size of the ground varied from one to ten thousand square meters, 644 were covered with turf, 1,029 with gravel, 596 were sandy, 309 had soil of firm clay and 460 had other soils. Teachers' courses in conducting play have been given in 21 cities; during the five years, 1890-1895, 795 persons were instructed, 568 men in boys' games and 227 women in girls' games. Austria-Hungary, Sweden, Denmark and Holland are now making similar efforts along the German lines, but there seems to be no tendency to keep the grounds open throughout the year.

All schools have gymnasia and some have shower baths (40 German cities). The use of these is not compulsory, but the majority of children use them once or twice a week. Goettingen first started the baths when some new buildings were put up. Some school buildings have educational museums and pedagogical libraries and a permanent exhibit of school appliances.

In Bavaria night schools were started in 1830, but since 1840 only those children working in factories in the daytime, or over eleven years old, have been admitted. They must also have attended the regular schools for three years. A Sunday session from 8-12 was added in 1848. Since 1892 the factory laws require children to have completed the regular primary course.

## BOSTON.

Boston has the highest ratio of park area of any city in the world, but until recently has had little provision for play. In 1886 Kate Gannett Wells of the Massachusetts Emergency and Hygienic Association instituted three improvised playgrounds, merely heaps of sand in the parks, under police supervision. Outdoor gymnasia were first opened in Wood Island Park in 1891; there are now in addition to these, 6 indoors and several in prospect. Playgrounds first started in 1890 in Franklin Park. In 1898 Josiah Quincy, Mayor of the city, put a bill through the Legislature requiring the city to spend a sum not greater than $500,000, at the rate of $200,000 yearly, to create a system of playgrounds. In consequence of this there are now 22 local grounds covering 170 acres. Boston has spent in the last 27 years $17,500,000, and has in the city 44 baseball diamonds, 100 tennis courts (in Franklin Park alone), golf links used by 47,469 people in 1903, 5 miles of ocean front, 56 miles of walks, 34 miles of parkway. Since 1890, 14 playgrounds

have been established, all except one under the control of the department of parks; that one is in the hands of the Massachusetts Civic League by permission of the Park Commissioners. Of these 14 the one most fully equipped with apparatus is the Charlesbank, where open air gymnasia for men, women and children have proved most popular and successful. The Columbus avenue playground is a bare lot of about 5½ acres in extent; most of it is used for field sports, with an end fenced off for smaller children. A shelter here covers three large sand boxes, eight swings and four teeter ladders with sliding poles complete the apparatus. The sides of the lot are given up to individual gardens of children of the neighboring school. Two young women supervise the play and two the gardens. Another strip of ground has been set aside for the use of the boys, where there are two horizontal bars, three teeter ladders, two sets of flying rings, two trapezes, two sets of sliding poles, two sets of parallel bars and a vaulting horse. An instructor is in charge of the enclosure and two others supervise in the field. Three small playgrounds, the Ashmont, the Fellows Street (Roxbury) and the Mystic, have been equipped within a year for small children. Franklin Field is the largest, having 77 acres; there are field sports, two shelters, backstops for baseball and grounds for football, tennis and cricket. At the Christopher Gibson, the Neponset, the Charlestown, the North Brighton, the Billings Field, the Roslindale and the First Street Playgrounds, skating parks have been made in the winter and enjoyed by thousands. At the Savin Hill Beach playground baths have been erected, and the attendance has been large. At the Billings Field Playground there is a shelter for viewing games, tennis courts and in the winter a toboggan slide.

## CHICAGO.

The movement for playgrounds was started in Chicago in 1892, by Hull House, under the auspices of which a playground was successfully conducted. This was followed in 1896 by the establishment of a large and splendidly equipped ground under the auspices of the University Settlement of the North Western University, capable of accommodating 3,000—4,000 children. In 1897 a third was opened by the west end district of the Associated Charities in the Washington school yard. In 1898 Miss Sadie American, aided by Mayor Harrison, Mr. J. P. Gavitt, chairman of the playgrounds

committee, and Mr. W. H. Noyes, of the Henry Booth House, started three social settlements and six municipal grounds in the yards of schools situated in the river region of the city. There are now eight municipal playgrounds—Webster, McLaren, Moseley, Holden, Adams, Jones, North Western, Elevated and Orleans, with two in process of construction. There is a playground on Gross avenue, 300 by 125 feet, with some apparatus, swings and shelter. In Jackson, Gage and McKinley parks there are grounds reserved for children to play, with fields for tennis and baseball, wading pools and some outdoor gymnasia, all under the charge of the South Park Commissioners. The municipal grounds are equipped with swings, seesaws, giant-strides, sand bins, wooden paving blocks for building; the larger ones have in addition baseball diamonds, football gridirons, running tracks and skating ponds. There are on some of them shelter buildings, with bath and resting rooms. The grounds are in charge of a playground director and at least one assistant, who are trained and especially fitted for the work. The first grounds were supported by contributions, but were later turned over to the charge of the City Council. The few playgrounds connected with vacation schools were as soon as completed put under the directorship and maintenance of the social settlements. The needs of the city are now being met by a Special Park Commission, created in 1899, consisting of eight aldermen, representatives of the three park boards of the city and nine citizens. Its two duties are to extend parks, especially in crowded districts, and the management of playgrounds. Besides an issue of bonds to the amount of $2,500,000, an annual appropriation of $10,000 enables the commission to carry on its work imperfectly. A minor feature of the system is worthy of imitation; the shelters and fences were designed by a committee from the Chicago Architectural League; they are simple and graceful in outline and painted in appropriate shades of red and green Separate toilet rooms for boys and girls and an ample supply of drinking water are also worthy of mention. The skating rink idea has also been made a significant feature and is extended beyond the playgrounds. By the co-operation of the commissioner of public works. the city electrician and the chief of the fire department, vacant lots are lighted and, in winter, flooded, to be used for skating; 200 such were opened in the city in 1901.

## LOUISVILLE.

This city has an admirable system of public playgrounds, but as they are all under one management and in the public parks, not in any way connected with the schools, they do not come within the scope of this report.

## NEW YORK.

Much has been done in the city of New York toward the socialization of the public schools. In 1903 there were 23 evening recreation centers held in the schools most convenient to the greatest number of people. These centers are open to boys and girls, but owing to the number seeking admission, those under fourteen are excluded. Many boys' clubs are formed here; those regularly organized having the use of a class room once a week for a meeting place. All members have free access to gymnasium, games and library, all of which are open in these schools. A large number of men, generally fathers of the boys, share and appreciate these same priviliges. In the girls' centers there are quiet games, books are read and discussed, and, should a literary club be formed, the best authors are studied and dramatic entertainments are given. As most of the girls are fond of dancing, they are permitted during the last half hour to dance with each other. There are a number of women's clubs also.

For the benefit of its frequenters the centers have piano recitals, stories are read, glee clubs formed, and one center has two orchestras. There is no manual training, but the women bring their sewing or knitting, some boys and girls spend the evening in pyrographic work, a few take up photography and in some places basketry is taught. There are quiet rooms for reading and study, books of reference are at hand and teachers in readiness to help perplexed pupils in work they could not do alone. From fifty to one hundred books travel each month from one center to another. The latest illustrated papers and magazines are also found here.

A most popular and beneficial form of school extension is found in the vacation schools, which open in the early part of July and close the middle of August. In 1903 there were fifty-four of these schools and they failed to meet the demand. Ninety-five kindergartens were established in these schools during the summer. The teaching in the vacation schools is conducted to a great extent without books. Attention is given to nature study, art work, me-

chanical occupations, basketry, chair caning, carpentry, etc. For the girls there was needle work and millinery, also domestic science. During the last week of the school exhibitions of work done are held, and thus visitors are given evidence of the utility of vacation schools.

There are not many out-door playgrounds, the majority of them being ground rooms of public school buildings, while several school buildings have open air playgrounds on the roof. Last year so imperative was the demand for more time to play than recess periods granted that the doors were opened a month before the regular schools closed. Although the playgrounds are supervised, there is no set order of exercise. There is always time for marching, drilling, calisthenics, athletics and free play. Thousands of feet climb the long stairs night after night in all kinds of weather. There for three hours the people play games, or watch them, talk or dance, sing together or listen to the band of music. Besides these playgrounds there are five recreation piers, where kindergarten exercises are conducted. Connected with the vacation schools are excursions; each school spending two days in visiting points outside the city. There are also trips to various landmarks with which it is desirable to make the boys and girls familiar Written accounts of these trips are afterward required.

A potent factor in the socialization of the school is the system of free lectures. One school in each ward, where practicable, is used. These lectures, of which there are three each week in each school, are advertised in the daily papers at least one week in advance. Where schools are too small, halls are hired. These lectures are systematic generally illustrated, and are on art, literature, science, history, civics and economics. They are given by prominent educators, and, after the lectures, discussions follow in which those present are encouraged to take part.

The vacation schools were initiated by the New York Society for Improving the Condition of the Poor. In 1893 it conducted three schools, the Board of Education providing buildings and equipment, and the society paying salaries and providing material. By 1897 these schools became a part of the school system and expenses were paid out of the school fund. The playgrounds, excursions, and branch libraries are also part of the school system and followed naturally the inauguration of vacation schools.

The free lectures owe their existence to a newspaper of New York, which suggested that lectures on scientific and kindred subjects would be of great benefit to working people. On June 9, 1898, the act to provide lectures became a law. The Board of Education was required to employ lecturers, also to purchase books, stationery and charts. From their initiation these lectures have been an important and successful branch of school extension.

Such socialization of the public schools is the most advanced step yet taken toward the more complete and fuller use of our schools. It is an extremely poor financial policy which has millions invested in buildings that are idle one-quarter of the time. But aside from the fact that public education ought to be the most productive of all industries, and its plant should be more fully used than any other, is the influence of a broad use upon the children. The purpose of the extension fully carried out is: 1, to satisfy and cultivate the child's instinct for play, which, if he live in a congested district, finds no space for satisfying a natural propensity; 2, to develop his physique; 3, to develop manual skill; 4, to build character; 5, to bring the child into proper relation with the outside world, especially with the industrial and commercial world. Besides this general purpose there are special ones equally important. The opening of the schools in the evening carries on the work of the regular schools by providing quiet rooms for study, reference books conveniently at hand, and teachers ready to assist if necessary. The work of the schools is supplemented by vacation schools where subjects may be studied that are crowded out of the regular sessions. The object of the free lectures is the continuance of education for adults whose school life has been limited. The opening of the schools in the evening also provides a neighborhood social center.

The service requires one district superintendent in charge of recreation centers, vacation schools and playgrounds, each of which has a special supervisor. The number of teachers varies. In the vacation playgrounds the smallest number employed is two, the highest ten; in open-air playgrounds, the smallest one, highest six; in, roof playgrounds, smallest three, highest seven; piers, two; evening recreation centers, one to eight; vacation schools, generally one teacher to thirty-five pupils. The teachers employed are selected from university graduates, teachers and kindergartners. Fifty-

four buildings are used for school extension. Each building should have for its first requisite brilliant lighting; there should be rooms that can be used for industrial work, gymnasia, also assembly rooms for lectures. If possible rooms where shower baths may be taken and swimming pools established.

In the playgrounds the equipment consists of sand piles, parallel bars, hitch kick standards, see-saws, swinging and overhead ladders and basket ball. For the girls there are dumbbell drills, wand drills, dancing, etc. There are generally six custodians in charge of playgrounds, four men and two women. The total cost of vacation in 1903 was $122,121.30; cost per capita $6.45. Total cost of playgrounds, $106,830.32; per capita, $1.56. Recreation centers, total cost $56,834; per capita, $9.24.

The evening recreation centers are open all the year every night, except Sundays and holidays, from 7 to 10 o'clock. The vacation schools open July 6 and close August 14. Five sessions are held each week, from 9 o'clock in the morning until noon. The regular session of the playgrounds is July 6 to August 29. During 1903 they were opened in June and quiet games such as would not interfere with work in school were played. They are open six days of the wek, from 1 to 5:30 p. m. Roof playgrounds ar open from 7:30 to 10 p. m.

The average atendance in vacation schools in 1903 was 18,927, in vacation playgrounds 68,598, evening recreation centers 6.154. The attendance at the free lectures from November to April in one year was 78,295

School extension has resulted in the betterment of the youth of the city and has helped to solve the city's great problem of Americanizing its youth from foreign lands The manual training work accomplished by the pupils in the vacation schools will bear comparison with similar work done in any day-school through the country. The summer playgrounds have brought health and happiness to thousands of children, who would otherwise have no place but the crowded streets in which to play during the heated term; they have also been a boon to the children of well-to-do parents who remain in the city during the summer. The recreation centers have furnished wholesome recreation as well as opportunities for intellectual improvement, to many thousands of children compelled to leave school at an early age. The free lectures have made adult education a permanent part of our school system; they

have spread a refining influence by bringing the best teachers of the universities in contact with the people; they have encouraged reading and developed a deeper interest in school life. Summed up, it may be said that the result of school extension has been to make life pleasanter, happier and more worth living and has fitted thousands of people to be better citizens.

New York State now has a law requiring every schoolhouse to have a playground.

## PHILADELPHIA.

To Stoyan Tsanoff, a Bulgarian, who came seeking help for his country, Philadeplhia owes her awakening in matters pertaining to playgrounds, vacation schools and other forms of educational effort. In 1893 the Culture Extension League formed. In 1894 two playgrounds on a small scale were opened by women; in 1895 a Permanent Playgrounds Committee was formed. The City Council granted $1,000 for the opening of school yards as playgrounds. Four were so used during the season, under the direction of the city manager of kindergartens; in the year following 27 such schools were opened. In 1897 the Councils granted $3,000 and several vacant lots were added to the yards. The Board of Education employed two teachers for each school, who were aided by volunteers. Each ground was fitted up with tents, sandheaps, swings and toys. The vacant lots were equipped by private subscriptions, In 1895 the League raised $12,000, the Councils gave $5,000 and later $7,000 more to fit up a large playground. In the center of five acres (given by the city) is an open, circular area for flooding in winter and a romping ground in other seasons. Around this is a fenced bicycle track, outside are tennis courts, swings, parallel bars, swinging rings, sand piles, music stand and sanitary provissions, surrounded by a promenade path; 2 pavilions, one for boys and one for girls, with shower baths.

## PITTSBURG AND ALLEGHENY.

In 1901 a joint committee of the women's clubs and vicinity kept open 14 playgrounds. They have secured the use of a number of schoolyards and have small appropriations from the council, but have not yet accomplished municipal ownership. Two are in parks and the rest in schoolyards. South Side Recreation Park and Bedford Basin Park were opened in 1903. There is ample

outfit in these, but the schoolyards have little. The work is connected with classes in sewing, cooking, basketry, sloyd, venetian, nature study, color and bench work materials. It is distinctly educational.

## PROVIDENCE.

The first vacation school was opened in 1898 by a committee composed of the Commissioner of Public Schools, the Superintendent of Public Schools in Providence, the Principal of the Manual Training High School and a citizens' committee on playgrounds. The Benefit Street Primary School was opened and held sessions from 8:30 till noon five days a week for six weeks. The number was limited to 289 and more were on the waiting list. No books were used and play and enjoyment were associated with the work whenever possible. A playground with afternoon sessions was really a part of the school. The cost was $850, of which $632 was for salaries. Tools for sloyd were borrowed from the Manual High School. Three playgrounds were opened for children under 16, located at Africa street, Charles street and Willard avenue primary schools, six days a week for eight weeks, from 8:30 a. m. to 5 p. m. Two first floor rooms were used for magazines and table games and play on rainy days Classes in whittling, sewing, gardening, etc, are strong attractions in such grounds.

## ST. LOUIS.

In this city vacation playgrounds, vacation schools, excursions and concerts are all used as adjuncts to the work of the public schools. These activities were initiated by the vacation committee of the Wednesday Morning Club (women), now called the Vacation Playgrounds Association, in the year 1900. The open air playground committee of the Civic Improvement League aids in all these efforts of the Wednesday Morning Club. The Vacation Playground Association maintains seven playgrounds, chiefly in connection with the public school buildings, and the committee of the Civic Improvement League supports six distinct playgrounds entirely independent of the schools. The cost of both efforts is met by private subscriptions and all schools and playgrounds are placed in crowded districts. Both committees are endeavoring to bring about municipal ownership of these adjuncts to education. These playgrounds, under the management of the Civic Improvement League, are situated in the most densely populated districts;

they are fitted up with swings, sand piles, bathhouses, etc. Some are open all day and evenings and others only half a day during the summer months. In 1903 over 200,000 children were enrolled and 75,000 free baths given. The expenses during this year were: Construction and equipment, $2,835.29; salaries of directors, $1,413.80; sundry expenses, $145.76. The Vacation Playgrounds Association has seven schools, with morning and afternoon sessions; each school is in charge of two directors, two assistants and four supervisors. The morning session is in charge of women and is for girls and small boys; the afternoon is in charge of men, for larger boys. From the Board of Education permission is obtained to use the kindergartens, basements and yards of four public schools; Miss Wiedrunghaus allows them to use the Weidrunghaus Memorial Mission, which contains large, airy rooms and a gymnasium The Catholic Orphans Board gives the use of the Tenth and Biddle playground and the other one is the Victor Street Mission playground. In connection with each playground are free baths and near each school the use of a vacant lot was obtained from its owners. There are outdoor games, swings, Maypoles, sand piles, blocks, etc., and indoors instruction was given in sewing, bead-work, basket weaving, etc. The cost of equipment for 1903 was $524.50 (goods and merchandise donated); salaries, $2,069.27. The estimated cost per child was $0.50 for the two months. Something is done in "Home Evenings" and entertainments, but whether in connection with school buildings or not has not been ascertained.

## WASHINGTON, D. C.

This "city of magnificent distances" has had almost no play spaces for rich or poor; President Roosevelt said in his last message to Congress that the national capital should be a model city in all respects and pointed out playgrounds as a needed line of development. In May and June of 1903 two vacant lots were secured by a committee of the Associated Charities; by private subscription $24,300 was raised, and simple apparatus put up. A successful ground has been run on the rear of the lot of "Neighborhood House," 456 N street S. W., taken in charge by the committee. There are now three other playgrounds in the city, but none are in any way connected with the schools. Vacation schools were initiated in 1901 by the Board of Education, but

have been discontinued on account of no appropriation Playgrounds are used only by privilige and I think are grounds controlled by Board of Children's Guardians. Night schools are the only line of use of school buildings outside of regular hours.

**SOME CITIES HAVING RECREATIVE CENTERS.**

| CITY. | NO. | PLACE. | MANAGEMENT. |
|---|---|---|---|
| Baltimore..... | | | (No details) |
| Boston..... | 14 | Parks<br>Playgrounds | Department of Parks,<br>Civic League. |
| Buffalo..... | 4 | | |
| Chicago..... | 14 | Parks<br>School yards<br>Playgrounds | City Council.<br>Social Settlement. |
| Clevleland..... | several. | School yards<br>Parks | Council Educational Alliance.<br>Settlement. |
| Columbus..... | 3 | Playgrounds | Civic Committee of<br>Federation of Women's Clubs. |
| Grand Rapids | 4 | Public school grounds | |
| Jersey City... | 1 | Back yard | Whittier House. |
| Louisville..... | 12 | 7 in parks<br>3 school yards<br>2 grounds | Park Commissioners.<br>Private Board. |
| Minneapolis... | 2 | Public school grounds | Board of Edueation.<br>Private. |
| Newark..... | 3x | | Board of Education,<br>(very progressive.) |
| New York.... | | | |
| Philadelphia.. | 28 | Grounds<br>School yards | Culture Extension League.<br>City Council. |
| Pittsburg and Allegheny.. | 14 | 12 in sch yds<br>2 in parks | Women's Clubs and<br>Citizens of Vicinity. |
| Portland, Me. | 2 | Crounds | Sch & Playgr'ds Com of Civic Club. Park Commissioners. |
| Providence ... | 4 | School yards | Public Schools and Citizens. |
| St. Louis..... | 14 | 7 school yards<br>7 elsewhere | Vacation Playground Ass'n.<br>Civic Improvement League. |
| St. Paul..... | | | (No details.) |
| Terre Haute.. | 1 | Y'd of house | Social Settlement. |
| Toledo ..... | | | (No details.) |
| Washington... | 6 | School yards<br>(discontiued)<br>Grounds | Board of Education.<br>Associated Charities. |

## SUMMARY.

It can be seen from this report, however incomplete, that socialization of the public schools has done much for the communities along certain lines. Vacation schools, playgrounds and school gardens have been mostly tried. In most cases the whole playground movement has started in schoolyards under philanthropic auspices; from these small beginnings the interest in and appreciation of the work has increased until Boards of Education and City Councils have recognized its value. Municipal ownership of playgrounds, established outside of city parks, usually on ground acquired for the purpose by private enterprise, has followed, until to-day the city that makes no "play" provision for its children in crowded districts is marked as poor spirited and non-progressive. New York State, a leader in these movements, now makes it obligatory for all new schools to be provided with playgrounds, in this respect standing side by side with France, which makes school gardens the legal essential. School yards as playgrounds were at first restricted to the vacations and non-school hours, but in the larger cities the need and demand for safe, good places to play and the beneficial character-building influence of such places has resulted in opening school yards for play before the long vacations begin, before the end of school hours and during fall and winter months, which means that during school hours, as well as afterwards, they are open to children under school age. School gardens are often conducted on school grounds and the efforts of the children to beautify the yards lead directly to home gardens and improvements. These school gardens must enlarge, and lots near by are used.

The great value of school yard playgrounds is their presence in the more crowded districts; the park playgrounds, usually more remote, are accessible only to the older boys and girls. Grounds open all day the year round are rapidly being recognized as essential and hence the limited efficiency of school yards.

New York City alone has used school buildings for neighborhood clubhouses, etc.; it is the first city to realize the fullest possible returns from its investment and the success of the effort there should be the greatest incentive to other cities to follow its example; not to imitate details, but to find those forms of activity best fitted to their individual needs. St. Louis makes a similar

use of school buildings, but not to such an extent as New York.

In closing this report, the committee would make certain recommendations leading to a possible wider use of school property. School gardens are peculiarly adapted to the conditions and needs of San Francisco's schools. An arousing of interest in trees, flowers and shrubs would react to beautify the noticeably bare and unadorned streets and yards of the city; it would give to the children an interest in and knowledge of plant growth, forestry, etc., and possibly some practical application of irrigation methods that would fit them to be better citizens of California or any other State where these problems are paramount and must be approached intelligently. The condition of climate, while adverse from some points of view, with a wise selection of plants used, is favorable to such gardens, and there are not many days when some kind of out-of-door exercise in a garden would be impossible. This garden work would serve to keep many children from playing on the street and would give them interesting and systematic exercise. Some of this could be accomplished in school yards, but much more could be done by the use of adjacent lots if that were possible. The great difficulty found in the East, the three months' summer vacation, does not enter into the problem in this city. One of the present difficulties found over the whole country is the lack of teachers competent to carry the work wisely and enthusiastically to success. Eastern normal schools are giving training for this work, but the conditions to be met are so different that there would be difficulty in adapting the knowledge to California's needs. The wisest plan is followed abroad, where for a few years before putting certain garden requirements into force, teachers were traind for this special work. This opens an entirely new and very attractive line of teaching, for which the world is fast recognizing an urgent need.

Playgrounds mean systematic, organized play; they mean to the children self-control, self-discipline, unselfishness, and show their results in city after city by a 30 to 50 per cent reduction in arrests of juveniles for misdemeanors. Policemen are warm in indorsing the good work of playgrounds in crowded sections, "gangs" and saloon loafers disappear, the innate energy of youth, instead of being directed to mischief and disorder, is turned into harmless and educative channels. But it is only by the use of ground near the home centers that most of the children can be reached and

only by the wise supervision of skilled "players" the best results are attained. City funds can have vastly better returns from organized playgrounds than from juvenile courts and reformatories; to wisely amuse and occupy children is the best way to keep them out of mischief.

Lastly, to care for what the youth of the race does in its evenings is a final step. All the good done in daylight hours may be undone after dark. To have lighted, aired, warmed (if necessary) rooms in which to spend the evenings, to have lectures or concerts or books of free access, clubs and circles of various sorts meeting in schools where families come as a body gives to a community good, simple amuseents. All these would help to keep families together, the young people from the streets or cheap, poor, dangerous amusements, and the elders from saloons and street corners. By this means the public school system can reach out to those whose early education has been deficient and can greatly increase its influence for good citizenship. Hence this committee earnestly recommends that these lines of work be seriously undertaken in San Francisco.

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# The Socialization of the Public School

Reports of Sub-Committees I, II and X

Physical Conditions

in the

## San Francisco Public Schools

MRS. S. E. PEART (Laurel Hall) Chairman

and

Sub-Committee XII

## Ideal School Administration

MRS. KATHERINE HEATH ANGELO, Chairman
(California Club)

Of the Committee Appointed by

## The Local Council of Women

for the

Establishment of Municipal Social Centers

San Francisco, California

1905

# The Socialization of the Public School

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## Report of Committee

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San Francisco, California

1905

# Report on Physical Conditions of San Francisco Schools Made by Local Council of Women

San Francisco is rousing up to a knowledge of her pressing need, of more and better equipped school buildings, larger school yards, more playgrounds and parks for her thousands of children.

At present many boys and girls go from crowded tenement and apartment houses into crowded school rooms, and from thence are packed, at recesses, in school yards, as sardines are packed in a box.

Some of these school yards are located in the midst of the most substantial homes of our great city. Many other children, (the number runs into the thousands) have no school houses at all, not because of any neglect upon the part of those who control the school fund, but because the population of the city has outgrown its school accommodations and the money raised by the issue of bonds is not yet available.

That which develops a lingering blight upon the children of a city inflicts a deadly blow upon that city. This is a fact so evident to every citizen that it is only necessary to show how surely such a blight is falling upon the little ones of San Francisco to rouse her people into efficient action regarding the city's equipment along the line of school accommodations. For some time the leaven of discontent over present conditions has been effectively working.

## AGENCIES WORKING FOR A BETTERMENT OF CONDITIONS.

The women of San Francisco, mothers largely predominating, as well as men, are awake to the necessity of the hour. Through the Council of Women—representing a large number of the clubs of the city, a systematic inquiry and research for facts concerning our schools and all that belongs to them, has been going on for a year.

They have taken this work up with the intention of possessing nothing less than actual knowledge of existing conditions.

No more deeply interested or more intelligent inquirers than these women could have been found to investigate the school needs of the city. They hope to be able to make a strong plea for the expenditure of these school bonds, in a way, that shall secure to the children of San Francisco more than breathing space in their school rooms, sufficient space for active, hygienic games, in the yards; in other words, an opportunity for clean, wholesome amusement, through the gymnasium, assembly, and playground. In this search much has been learned that is encouraging and much that is discouraging.

## GENERAL CONDITIONS OF SCHOOL BUILDINGS.

It has been seen that most entrances and exits from school buildings are broad and unimpeded. Exception is to be found, in one of the oldest buildings, Mission Grammar, which has narrow and steep stairs, with a center hall so dark that when the doors are shut one cannot see, but moves by feeling. Improvements, however, are projected. Suggestion has been made to remove the annex and build on each side of the main building two wings of three rooms each. It seems a pity to add anything to so ugly a building, one so unsuitable in every way. The grounds should be enlarged by condemning and buying property surrounding the present site; the building should be moved back from the street and as soon as possible rebuilt. It is probable that the value of the land for business purposes will make it advisable to use the site for income-bearing property and to move the two schools nearer the Mission Park, or some other more desirable place than where it is at present. Concerning the location of the present school buildings, it was found that a little less than half are set back from the street at distances varying from six to fifty feet, the others are placed directly on the street, but almost without exception all are so situated—as regards adjacent buildings—that they have good light and ventilation, excluding Jean Parker and Madison Primary, in which the windows are small and do not furnish light enough. This speaks well for those in charge of the school buildings, for no points are of greater importance than light and air, and it is much to say in so large a city, and one of so rapid growth,

that these essentials, while not always the very best, are universally good.

## ASSEMBLY ROOMS AND GYMNASIA.

The search for assembly rooms and gymnasia revealed a dire lack of such necessary conveniences in school work, for conveniences they are, when looking upon the problem of education from the liberal standpoint of all round development for the child.

Adjuncts like these, not possible in the initiatory work of a school system, become a necessity of its later growth, and one easy of accomplishment as soon as such necessity is made known to the citizens of a community. Of all the school buildings of San Francisco, but five have a claim to real assembly rooms. The Horace Mann and Hancock Grammar throw two or more rooms into one, as probably do many others, and thus make substitutes for the assembly rooms. Agassiz Primary uses her halls for the purpose, when occasion demands. The Lincoln School has the good fortune to have one on its top floor, also the Jefferson Primary. This is the only form of assembly room, excluding those of the two high schools, the Girls' High on Scott, between O'Farrell and Geary, and the Mission High, which has the most complete equipment in the city, as regards assembly room and gymnasium.

The assembly room occupies, with the gallery, the position of the second and third stories over the gymnasium. It is lighted by gas and electricity and there are arrangements for the use of the stereopticon.

The gymnasium on the ground floor, a half dozen steps below the main floor, on a level with the ground, is reached from the main hall, also by means of two outside doors, one on the boys' and one on the girls' side. It is fitted with Indian clubs, two parallel bars, mats, baskets for basket ball, and the floor is polished. It is the only school in the whole city of San Francisco that has special equipment in yard or under roof for games of any kind, except courts for hand ball.

Proud indeed should the city be of its Mission High, but prouder still will she have a right to be when all her schools share, with this one, the inestimable privilege of giving to their pupils opportunities to develop physique and manual skill, with intellectual training.

## MANUAL TRAINING.

Several rooms, about a dozen out of all the schools, are fitted up for manual training, cooking, and drawing. These form centers to which classes from other schools come. They are supplied with all necessary apparatus, and are to be found in the Hamilton, the Swett, the Denman, Sherman Primary, Lowell High, Jean Parker, Hearst Grammar, Horace Mann, Everett, and Franklin. In the Swett there are about twenty benches for the boys' work, which falls short of its needs for, in the words of the committee, "it has been made by the Superintendent of this department not only a delight to be a member of his class, but a joy to look upon the workers." With the world's present conviction, in regard to the equal importance of manual training and the cultivation of the mind, the accommodations are not what a city like San Francisco should furnish her youth. They are meager, paltry, when we recognize how comparatively rich would be its educational facilities if the artisan talents of her boys and girls were made the foundation for future business activities.

## NIGHT SCHOOLS.

Night schools are held in various buildings in the city—the Humboldt Primary, the Hamilton, in the Mission Grammar (years ago), and others, but Franklin Grammar is the only one reported as ever having had lectures or entertainments for the children and parents of its neighborhood.

## ARTIFICIAL LIGHT.

Included among the schools which either have gas, or are piped for gas and lack gas fixtures, are the following: Spring Valley Grammar, Hamilton, Franklin, Mission High, Humboldt Primary, Fairmount, Irving Primary, Peabody Primary, Adams, Lincoln Grammar, Crocker, Hancock, Douglas, Edison. It is evident that it is the few whose equipment is complete for lighting. Mission Grammar is wired for electricity but not connected. The largest number of these remaining are without any means of lighting on dark days, and, of course, cannot be used at night.

## BASEMENTS.

Fourteen of the school buildings have no basements, two others have small ones that are hardly worth mentioning; fourteen

basements are used as coal rooms and storage, three contain fine lunch rooms. Several are used as play rooms in rainy weather, four have rooms furnished for class rooms. Mission Grammar basement is used to store wood, coal, and in wet weather, water, which cannot be carried off by the poor sewer system of the city. Hancock Grammar and Douglass Primary have basements, the full size of the building, floored with asphaltum, ceiling high, well lighted, the former partitioned in the middle, making two large play rooms, one for the boys and one for the girls. Spring Valley Grammar basement is large and well lighted. Lincoln's is used for class room, library and furnace. Mission High has two lunch rooms, for boys and girls, besides the heating and ventilating plants. Pacific Heights has a large basement, well finished and lighted, that will probably be used for class rooms because of the congested condition of the school. With space so valuable and means (bond issue soon may be used) of enlarging school facilities near at hand, as it were, it is a pity that every building has not its own asphalted, well-lighted basement, to be used for play rooms, in stormy weather, or for manual training, lunch rooms, etc.

## GARDENS.

Twenty-one school yards have no gardens, large or small. Twenty-nine have garden plots, varying in size and shape. Some are cared for by the park and some by the city authorities. In no instance is the care of the school garden of San Francisco, used as a factor in the child's development; in no case is it made the means of broader technical education, as in Europe and America. This most valuable adjunct of the school course has not been turned to account in developing powers of observation, or liking for outdoor occupation, or love of flowers, shrubs or trees. In this respect we are far behind many of our large cities, and nearly all Continental Europe. We read from the report of Socialization of Schools, that France has thousands of such gardens. Since 1887 no school building plan in which the state is concerned has been accepted which did not include a school garden, with the result that 28,000 primary and elementary schools have gardens. The idea of Rousseau's "of learning by doing" is of immense value today. Nowhere would the climate and soil conditions excel those of California. Nowhere

would the work be so fraught with opportunity and possibility for the children as under conditions which have made known to the world the wizard-like genius of a Burbank.

## STATE OF REPAIR.

Though San Francisco has so many old school buildings, it redounds to her credit that it can be asserted that with few exceptions (only enough to prove the rule) they are in a state of good repair. A few are reaching the point where renovations are useless; only new structures can remedy the evil—notably among these is the old Mission Grammar and Spring Valley.

## FENCING, LOCKING UP, AND SIZE OF YARDS.

All this immensely valuable property, these buildings, with their possibilities in the line of assembly rooms, libraries and gymnasia, their satisfactory and unsatisfactory yards, representing, however, all there is of yard room, are locked and fenced during the hours when they might be used for entertainment and for exercise, vital to health and sound morals. And from whom? From the very children for whom they were planned and built! Shall we be wise in our own generation and give back to the children the great good of which we have robbed them? *

More than half of the school yards of San Francisco are totally inadequate in size for the number of children, who must here get their only change from the close air of the school room during morning and afternoon sessions. Only one, in all the city, as we mentioned before, Mission High School, has special equipment, outside of the hand ball court. Many of them are in shade and consequently damp, but the larger number, though small, are sunny and if made larger and all of them supplied with apparatus for physical exercise, would have their value largely increased. If, in addition to this, the yards were thrown open after school hours, on Saturdays, during vacations, and provided with instructors of play, their usefulness and importance would be multiplied to an incalculable degree. Pacific Heights, in one of the richest neighborhoods of the city, has a small, damp yard, except a little space near the entrance. Grant Primary, Edison Primary, Irving Primary (notice they are all primary schools) have yards so small the children cannot

(*Word has been received since this report was completed that the good work has already begun and two yards have been opened to the children, out of school hours, by order of the Board of Directors.)

play in them. They present strong contrasts to the Fairmount, Dudley Stone, Sherman Primary, Jefferson Primary, Everett Grammar, which are sunny, though few are large. Children go from the Peabody Primary to the public playground on Eighth and Harrison streets. Clement Grammar is another yard far too small for its 800 children, and the boys' side is also shady and damp. It is a false idea of management and poor financial policy, that yards like those of the Columbia, Haight Primary, Hamilton, Madison, and Mission should be useless three hours out of the precious twelve, and two days out of seven, when there are thousands of children without a foot of playground, outside the narrow, dirty and crowded streets. The Starr King Primary would make an ideal playground for Saturday's fun, as well as the Franklin Grammar.

If Lowell High, small as it is, and Irving Scott, are cold, being in the shade, we are glad to note the sunniness and warmth of Hearst, Crocker and other grammar school yards.

## SPRING VALLEY GRAMMAR SCHOOL.

There is now a fine opportunity of extension on either side of the Spring Valley Grammar School, east preferably for the school, west is more valuable for business; either lot would do, as the new school building could be placed by the side of the old one, and school continue uninterruptedly, while the building was being constructed.

The fact cannot be concealed that this edifice was put up in the fifties. Windows are in such bad condition they cannot be cleaned, because there is danger of their falling out when touched. The stairway leading to the upper class rooms is only two feet wide, no conveniences of lavatory for the pupils, no lunch room, and for the teachers a room not larger than a closet, sans table, sans everything, except a smoky oil stove to boil a kettle. The whole structure is in a state of advanced decay, which demands the erection of a new building, rather than a repairing of the old. This plan is probably in the minds of the present Board.

The Marshall Primary has one of the poorest and smallest of yards. Entrance to the school can only be made by two narrow alleys, one from the boys' side and one from the girls'. It is one of the oldest school buildings and its conditions demand the radical change that only a new structure can furnish.

The yards, forty by sixty feet, are damp and mouldy. It is necessary that a larger and better site be provided. The school lot of the Mission Grammar is about 180 x 100 feet; on this space is situated the main building, the annex, the water-closets and storm sheds. The small lot remaining is divided into a boys' and a girls' playground, in which there is no room to play or even move. It has been necessary to forbid running because some of the children always get hurt. Compare this condition with the Noe Valley School yard, which shows what the school management will do when the bond funds are available for use. Here children cannot hurt each other when they run. They can play, but even in this paradise of a yard there are no appliances for organized play, which means character building for the children, as well as better physical development. Very great interest, during the construction of the Noe Valley building, was taken by a social club of men, with the idea in view of establishing a Boys' Club, and it is specially noteworthy because this seems to be the solitary instance of such interest in the city. The building has a fine basement, which can be fitted up for an assembly room, and there is ample space for athletic apparatus in the school yards.

One of the unfavorable conditions noticed in regard to a few schools is, that the rooms face on a street, paved with cobble stones—the Whittier Primary, for instance. The noise is perfectly nerve racking. The tension of nerve that teachers and pupils of schools thus located, must work under, is distressing. Fortunately there are few of them in the department set directly on the cobbled streets.

## CROWDED CONDITION OF SCHOOL ROOMS.

Before leaving the centers of interest, the school buildings, there is one other place of crowding to be brought into notice, and this is the school room.

The injury inflicted upon the children and teachers by putting fifty-five boys and girls under the care of one teacher, in one room, is so great that one can not estimate it. This practice is cutting away the roots of the public school system. Intelligent mothers, who have thinking power and time to consider this question, in its entirety, are discovering that little Joe's failures over that of his younger brother are not the result of a slower or inferior mind, but the effect of an entire lack of

individual training necessary to his particular mental organization. What time has a teacher of fifty-five pupils for individual work? Absolutely none. Look at the teacher's daily calendar and do not wonder that Joe must understand as best he can, with the general explanation or drop out of the class. The public is not, nor ever can be a system of strengthening the thinking power of our youth under these conditions; it is, on the contrary, an admirable one for making machines out of them. What is surely going to be the end of it? Reaction against the public school system, unless the number of pupils for one teacher is reduced.

Learn through the words of an article written by one of the leading educators how seriously this question is taken up in Chicago. "Today the teachers realize that the public school is at the parting of the ways. It will either go on in the future and be the magnificent foundation of our democracy; or it will become a pauper school. If we permit the children of the wealthy, of the well to do, of the intelligent, to leave the public school, as they are leaving it today, because of the sixty or seventy pupils crowded and herded together under one teacher—if we permit that, then we are permitting our own degradation. When the schools become pauper schools, we shall become pauper teachers, in a pauper institution, and the public school is fast becoming that. In the last few years, thousands of children in Chicago have left the public schools. They are in private schools, where no more than twenty-five or thirty children are allowed in a room, under one teacher. The best talent in the public schools in Chicago has been rapidly picked out, and many teachers have voluntarily left and are now in private schools. If we are not watchful our public schools will become simply a recruiting place for the private school, where we can go and get our experience, preparatory to filling the places of trust in private schools, whose duties we can conscientiously undertake. Remember the story of the doctor, who, when complimented for the magnificent work he had done on someone's eyes, said, "Yes, but think of the hatfuls of eyes I destroyed in order to do it."

## PARKS OR PUBLIC SQUARES, THEIR NEARNESS TO SCHOOLS.

Nearly half of the schools are within a radius of three blocks

from park or public square. The other half are at distances from them varying from four blocks to a mile and a half. Picture the increased facilities for the children, attending school near the park, if a corner of those large enough to give up the space could be changed into playgrounds, as has been done in Boston and other large cities.

It could be easily accomplished by setting aside a strip of ground for the use of the boys, where there might be horizontal bars, teeter ladders, flying rings, sliding poles, parallel bars, etc.

Several of the city parks are on a high elevation commanding fine views. The Alta Plaza, situated between Steiner and Scott, Jackson and Clay, twelve and two-thirds acres in extent, is in one of the best residential districts of the city. It is partially improved, being graded, sewered, and has macadamized walks. Probably no special provision for playgrounds will be needed here for some time to come. Alamo Square is another park on elevated ground, between Steiner and Scott, Fulton and Hayes, in extent twelve and two-thirds acres. It is also graded and cultivated. The land falls away abruptly on all sides, but is within a block or two of many crowded houses. It contains some unimproved space, and there is plenty of room for a small playground on some of the ungraded portions. One would be of great advantage here and could be so arranged as not to change the present character of the plans.

South Park is one of the small squares of the city in size 525 feet by 75 feet. The district is the old Rincon Hill quarter of the town. Near by is a closely congested section, where that class of people live whose children become wage earners at an early age. It is the place where a large playground would be of greatest value, but South Park is too small to admit of the thought of one. Franklin Park, situated between Sixteenth, Seventeenth, Hampshire and Bryant Streets, has an area of four and one-half acres. The district surrounding this park will, undoubtedly, in a very short time, be completely covered with factories, railroad shops and large constructive works. The park itself is unimproved, except for shrubs lately planted. It is a portion of a tract reaching from Bryant to Potrero Streets. That portion lying between Hampshire and Bryant, and belonging to the Spring Valley Water Co., contains an excavation for a large reservoir. This last should be added to the park and

in time the reservoir converted into a swimming tank. Two schools, the California School of Mechanical Arts and the Industrial School, are situated a block away. Their rapidly growing shops are encroaching upon the playgrounds and soon no space will be left for some 500 school children to play. A girls' playground with rooms for basket ball and tennis is specially needed.

Jackson Park is situated between Nineteenth and Mariposa, Arkansas and Carolina Streets, with an area of four and one-half acres. It is also in the midst of a factory district. It is unimproved and though unused now, will be of greatest service, as necessary breathing space and playground, in the future. Buena Vista Square has an area of four and one-half acres, is situated between Vermont and Utah, Twentieth and Twenty-first Streets, is unimproved, has very steep grades, commands a fine view, but is unsuitable for a playground. Garfield Square is 520 feet by 245 in extent. This is a low flat district, in a thickly settled neighborhood. It has no improvements save a low concrete coping, green sward, winding walks, seats and trees. The Roosevelt Boys' Club uses the space for play. The Cogswell Polytechnic School is across the street to the south, and Columbia Grammar is within two blocks. Jefferson Square, between Gough and Laguna, Eddy and Golden Gate, has in it about twelve and two-thirds acres. It is in the midst of beautiful and comfortable homes, and several primary and grammar schools are near. If a slip of ground from the square could be converted into a playground, hundreds of children would avail themselves of the privilege of healthy play. Portsmouth Square, at the heart of Chinatown, near the Hall of Records, about two blocks square, is small, and because of its location is not adapted for playgrounds, but serves the need of breathing space in the midst of a crowded district.

Washington Square, between Stockton and Powell, Union and Filbert Streets, about two blocks square, is located in a crowded section of the foreign quarter, and hundreds of children play on the streets and alleys from the immediate neighborhood on Saturdays. There are three schools, a public and two private parochial schools, within three blocks of this park. All conditions point to this as being an ideal locality for a children's playground.

Union Square, area two and six-tenths acres, is in the center of a business district, and while performing a very necessary part in the health and pleasure of the district, is apparently unsuitable for a children's playground. Lafayette Park, in a neighborhood of substantial homes, near Clay, Gough, Laguna and Washington, has an area of 8.82 acres. Because of the beautiful roomy home plots in the locality the necessity of a playground is not obvious. Lobos Square, between Bay and Webster Streets, Laguna and Chestnut, has an area of 12.69 acres. There are hundreds of children near by and no other parks in the vicinity. Room could be spared from this large tract to make one of the finest playgrounds in the city. Columbia Square, near Folsom and Sherman Streets, Columbia and Harrison is 2.53 acres in extent, in a thickly populated district, and its use as a playground seems to be much appreciated by the crowds of children in the neighborhood. The Superintendent is a trained athlete and carries on the physical culture work with the help of the janitor, who does the manual labor connected with the place. Further appurtenances are imperatively needed here for girls and boys.

The playground on Seventh and Harrison, 1.7 acres in size, which was planned and equipped through the generosity of the ladies of the California Club, is now under the control of the Board of Supervisors and has proven of great value to the children of this and other neighborhoods.

This review gives a general idea of the oases of our city, but extensive as they seem, they are far from satisfying our necessities. We should not fail to profit by the experience of European nations, who are in the vanguard in all movements pertaining to the physical development of their youths.

## PLAYGROUNDS.

Japan, with her usual foresight, has her school yards furnished with apparatus for athletic sports and an instructor, paid out of school funds, always present, both before and after school hours, Saturdays, Sundays and vacations. She encourages the physical growth of her population, equally with the intellectual, and offers prizes, also bought by school funds, to those proving most expert in field sports. The nearest solution to the problems of vice and crime, prevalent in the swarming districts of our large cities, that has been thought out by man

up to the present time, is this provision of assembly rooms, gymnasia in our school buildings, more parks, including playgrounds, which shall be free to the public at all seasonable hours of night and day.

The data of the cost of establishing gymnasia thus far in San Francisco have been collected and we append the figures at the close of this report, that the money value of what has been accomplished may be seen.

## "MUNICIPAL ACTION IN REGARD TO PARKS," AND PROSPECTIVE PLAYGROUNDS.

We know that judicious action has been taken by the municipal authorities upon these very needs. Ordinances have been passed by the Supervisors of the city, showing that the public interest and necessity demand the acquisition by the city and county of land for public parks to be used for children's playgrounds, at Bryant and Seventh, Harrison and Harriet Streets, also a fifty-acre block, bounded by Powell and Stockton, Filbert and Greenwich Streets. A bond issue has been made to carry out this plan, and for the addition of lands in other parts of the city. Telegraph Hill has been very wisely considered a necessary addition to the park. The Board has also recognized the necessity of connecting Golden Gate Park with the Presidio Reservation, thereby increasing space for recreation purposes. Two blocks out at the Mission, 86 and 87, have been chosen as a site for a new park in a neighborhood much needing such grounds.

Many new school houses have been projected, but all these improvements are waiting the time when the funds of the bond issue can be used.

This is the moment for thought concerning its wisest expenditures; also for careful consideration as to our most pressing needs, and to the building up of that which shall work the greatest and most permanent good for the city.

## THE SETTLEMENTS.

San Francisco is not without valuable, private organizations, whose numbers have toiled diligently to alleviate the unsatisfactory conditions of overgrowth and inadequate means that prevail in all cities, at some time in their history. There societies have

worked under most discouraging handicaps, yet show highly interesting results of their labors. A review of them makes plain, however, that, largely effective as they have been and are, private enterprise is not strong enough to control municipal conditions. It is only through the systematic and constant exercise of civic power that permanent and satisfying results can be obtained. That these praiseworthy organizations have ameliorated the situation in a large degree; that they are among the strongest influences for the better of life in crowded streets and humble homes, no one will deny who familiarizes himself with the work of the settlements. Their location is mostly in the crowded business portions of the city, some in districts having a large foreign population, some in the midst of factories, and others in closely built tenement blocks, with only a few in roomier places. The Holy Family and The Little Mothers are organizations who care for the youngest children. They are of inestimable value to the big mothers, who have their babies here in charge of older sisters, children themselves, who at the same time are being trained for all kinds of domestic service.

The Reading Room and Library for the Blind, is a new private enterprise, supported by members' dues and volunteer subscriptions, and is doing good work since it makes the helpless useful citizens. The larger settlement activities of the city are much more comprehensive, much better supplied with appurtenances for work than the above, while a few, like the Salvation Army, Volunteers of America, and some others, do general and incidental philanthropical work.

All of these systematized organizations have cooking and sewing rooms, well furnished for such classes, except the boys' clubs. One has a most complete plan of work, extending its usefulness in a great number of lines, such as sloyd, wood and card board, wax modeling, water coloring, designing, burnt leather, bead work, picture framing. Equipment is furnished for all these occupations for 100 girls. All this has been accomplished by voluntary subscription. Over a thousand free baths were given last year. This work has been done among people living within the radius of one block, and mostly out of school hours.

The larger number of these settlements have gymnasia, which in the Columbia Park Boys' Club (318 Seventh Street) is equipped with showers. Its gymnasium has all kinds of suits; manual

training apparatus for fifteen occupations, with their workshops. The meeting room is large enough for eight clubs. This equipment represents $7000, and its active members are thirty-three in number, of whom five are paid. The annual expense is estimated at $5000, raised entirely by subscription and donations. Mr. Sidney T. Peixotto is its manager. The People's Place, 712 Greenwich Street, and St. Ignatius Training School, and its new branch organization on Eighth and Harrison Streets, have paid workers and reach a large number of people. All their means come from subscriptions and donations.

The Cathedral Mission of the Good Samaritan has a fine dispensary, a sewing school, clubs of all kinds, and a visiting nurse, whose welcome, in the homes she visits, is the heartiest mortals know. This worthy work is partially endowed, but most of its support comes from voluntary subscriptions.

The Emanuel Sisterhood and Maccabees Club, Folsom Street, has a new building, with all modern improvements. An evening school is maintained for Russian emigrants, but this depends also upon private donations or subscriptions for support. South Park College Settlement, 86 South Park, furnishes machines for printing and has a carpenter's shop. Other boys' clubs connected with this organization undertake special lines of artisan work which require material and equipment that the organization provides, such as brush making, wood carving, Venetian iron work, charcoal drawing.

The small boys are under the control of Mr. Arthur Todd and Miss Lucille Eaves is resident manager. Lectures by university professors and speakers of prominence are given, also fine concerts, all of which are free.

Telegraph Hill Association, near Telegraph Hill, occupies one small house, two modest flats and a Kindergarten Hall.

Its work consists of mothers' meetings, lectures, musicales, sewing schools, housekeeping classes, kitchen gardening—club work and evening clubs for boys and girls.

It has also a well furnished dispensary—three paid and eighteen voluntary workers, who serve at stated times. Its annual rents are $540. Miss A. S. Guppth is manager of the work, which is carried on through monthly subscriptions and general donations. It reaches people within about five blocks and has been a potent factor for good during its existence.

## CONCLUSION.

Such, in the main, is the summary of philanthropical activities being carried on in San Francisco. It is a grand work representing the individual and collective efforts of hundreds of noble minded men and women. They have given time, money and even personal attention to this cause, whose influence for good among the weak and less fortunate can not be measured. Yet, sum it all up—and double and treble its effective power—its failure to meet the exigencies of our great city is painfully evident. Boston, Philadelphia and New York, with many other cities, are paying most heavily for the lesson they have learned so late, that children must have room in which to play; that children cannot be deprived of their natural right to fresh air and space.

The immense money value of lots lately purchased by these cities for school grounds and parks has been a heavy drain upon the municipal purse, but the men and women alike of these cities, now that they see the vital importance of such action to the whole community, are cheerfully working and contributing toward the accomplishment of this progressive movement. Jacob Riis of New York lately presented this cause to the people of San Francisco. He has been a Titan force, in that great city, in urging the necessity of room for children and adults in cities. He has built for himself an imperishable monument of honor, through the destruction of old tenement blocks of New York; the erection of sanitary homes; the laying out of parks and playgrounds. The community is seeing the result, in the consequent diminution of disease and crime. Chicago and San Francisco have the lesson before them. They know what it has cost the older municipalities to remove these blotches of filth and vice. Surely they will be wise and save themselves millions in dollars, and more than millions in the health and moral stamina of their children, by using present opportunities for bettering conditions. It is well to remember that our school yards and parks are small for San Francisco's present needs and her greatest growth is yet to be. Her commanding position on the Western Coast insures for her a magnificent future. Will she, like the cities of the East, sleep or remain inert until too late; until her commercial interests shall have absorbed the heritage of her children?

All about us are encouraging signs. Citizens from every part

of the metropolis are grasping the knowledge of her need and opportunity.

Mr. Langdon, the present able Superintendent of Schools, in his report after a recent trip of investigation of schools in the larger cities of the East, says "that San Francisco's equipment in her school department is the poorest of any city of its size in the United States."

This statement, coming from one so well qualified to know, strongly emphasizes the call of the mothers for more school rooms and school grounds for their children. With supervision of her school property among the ablest in the country, and one already responsive to the under current of opinion (as shown in the recent opening of a few school yards, out of school hours, by the Board of Directors), this is easy of accomplishment.

With a teaching force unsurpassed in ability, with parents and citizens imperatively calling that the time is *now,* and the want *space,* San Francisco can not halt in her march of progress. She will not pause until she has added, out of her wealth of land and possible income, parks, playgrounds, school yards, gymnasia, assembly rooms. She will not stop until she has opened wide every door and gate of school property for the use of children and parents alike, at all reasonable hours of the day and night.

# Socialization of Schools. Conditions in San Francisco.

Actual cost of establishing gymnasia and playground in a given district.

XIII.

| | | | |
|---|---|---|---|
| *a.* | 1. | Columbia Park Boys' Club.. | $ 163.50 |
| | 2. | South Park Settlement..... | 226.25 |
| | 3. | Columbia Park Public Playground. ..... | 1,812.50 |
| *b.* | | Indoor Gymnasium for class 10. | 217.00 |
| | | Indoor Gymnasium for class 20. | 226.00 |
| *c.* | 1. | Playground on lot 37'6"x100'.. | 107.00 |
| | 2. | Playground on lot 150'x150'... | 494.00 |
| | | Playground on lot 150'x150', including out-of-door gymnasium 30'x30'x30'..... | 854.00 |
| | | Out - of - door Gymnasium 30'x30'x30' ..... | 360.00 |

Instructor coming twice a week for three hours could give six classes of 20 half an hour's instruction twice a week. Instructor, $5.00 for three hours.

XIII.

*a.* 1. Columbia Park Boys' Club (Mr. Peixotto's Boys' Club)

APPARATUS.

| | | |
|---|---|---|
| 1 | Parallel bars ..... | $35.00 |
| 1 | Buck. ..... | 30.00 |
| 20 | Indian Clubs, .45 pair..... | 9.00 |
| 1 | Basket ball ..... | 5.00 |
| 20 | Wands. ..... | 3.00 |
| 3 | Mats 4x4x3, $25 per..... | 75.00 |
| 10 | Gymnasium Suits, .65..... | 6.50 |
| | | $163.50 |

**Total Cost of Apparatus $163.50**

South Park Settlement, 86 South Park.

APPARATUS.

XIII.

*a.* 2.

| | | |
|---|---|---|
| 1 | Parallel bars ..... | $35.00 |
| 1 | Horse. ..... | 55.00 |
| 1 | Punching Bag..... | 6.00 |
| 1 | Swivel ..... | .75 |
| 1 | Platform for Punching Bag.. | 25.00 |

(South Park Settlement Continued)

| | | | |
|---|---|---|---|
| | 5 | Rings (including rope) $3 per | 15.00 |
| | 10 | Indian Clubs, 1½ lbs., .45 pr. | 4.50 |
| Cost | 2 | Mats, 4x10x3, at $27.50..... | 55.00 |
| | 2 | Chest Weights..... | 30.00 |
| $226.25 | | | $226.25 |

Public Play Grounds, Seventh and Harrison Streets.

XIII.

| | | | |
|---|---|---|---|
| *a.* 3. | 1 | Horse..... | $75.00 |
| | 1 | Buck..... | 30.00 |
| | 2 | Parallel bars, at $35.00.... | 70.00 |
| | 4 | Horizontal bars, at $27.50.. | 110.00 |
| | 13 | Ladders, at about $10.00... | 130.00 |
| | 2 | Rope Ladders, 16 ft., $1 ft. | 32.00 |
| | 4 | Climbing Poles, at $4..... | 16.00 |
| | 6 | Rope Climbing Poles, 16 ft, at .50 per foot..... | 48.00 |
| | 1 | Set Flying Rings at $3.50 pr | 7.00 |
| | 2 | Long Jumping Boards, at about $10.00..... | 20.00 |
| | 2 | Sets Traveling Rings, 8 in set, at $3 per..... | 48.00 |
| | 4 | Hand Ball Courts..... | 455.00 |
| | 1 | May Pole, about..... | 50.00 |
| | 6 | Sea-saws, at about $10..... | 60.00 |
| | 2 | Basket Ball Sets..... | 26.00 |
| | 7 | Breast Bars, at about $2.... | 14.00 |
| | 40 | Wands at about..... | 10.00 |
| | 1 | Vaulting Pole..... | 3.00 |
| | 1 | Merry-go-round, about..... | 100.00 |
| | 12 | Swings and iron bands.... | 214.50 |
| Total Cost | | Swing frames and Ring apparatus ..... | 200.00 |
| of | 6 | Fillering Boards ..... | 90.00 |
| Apparatus | | | $1,808.50 |
| $1812.50 | | Sand box ..... | 4.00 |
| | | | $1,812.50 |

XIII.

| | | | |
|---|---|---|---|
| Gymnasium Class of ten Apparatus $217.00 | *b.* | Gymnasium for Class of 10-20. | |
| | 3 | Mats, 4x10x3, at $27.50.....$ | 82.50 |
| | 10 | Indian Clubs at .45 pair..... | 4.50 |
| | 1 | Horizontal Bar ..... | 30.00 |

(Gynasium for Class of 10–20 Continued)

**Instructor 2 days a week $5.00**

**for 3 hours Instructor $10 a week**

**Gymnasium for Class of 20**

**Apparatus 226.00**

| | | | |
|---|---|---|---|
| 1 | Parallel Bars | | 35.00 |
| 1 | Traveling Ring (3 rings with rope) | | 15.00 |
| 1 | Vaulting Horse | | 50.00 |
| | | | $217.00 |

Instructor coming twice a week for three hours could give six classes of 20 a half hour's instruction twice a week.

XIII.

*c.* 1. Play Ground on lot 37′6″x 100′ to 100′x112′6″.
Plan given.

| | | | |
|---|---|---|---|
| 8 | Swings at $4.50 | $ | 36.00 |
| 6 | Travelling Rings at $3.00 | | 18.00 |
| 1 | Rope Ladder, 10 ft., at $1.00 per ft. | | 10.00 |
| 2 | Pairs Roman Rings at $3.50. | | 14.00 |
| 4 | Climbing Poles at $4.00 | | 16.00 |
| 1 | Sand box, 5x10 | | 3.00 |
| 1 | Teeter Ladder at about $10 | | 10.00 |
| | | | $107.00 |

**Cost of Apparatus $107.00**

XIII.

*c.* 2. Play Ground 150′x150′, with out-door gymnasium 30′x 30′x16′.

| | | | |
|---|---|---|---|
| 2 | May-poles, about | $ | 100.00 |
| 1 | Sand box | | 4.00 |
| 1 | Parallel Bars | | 35.00 |
| 1 | Horse | | 75.00 |
| 1 | Buck | | 30.00 |
| 2 | Hand-ball Courts, about | | 220.00 |
| | | | $494.00 |

**Play Ground Cost $494.00**

**Gymnasium $360.00**

Cinder track 9 ft. wide.
Shot Put.

**Total $854.00**

XIII.

*c.* 2. Out door Gymnasium 30′x 30′x16′ in Play Ground 150′x150′. Plan given.

| | | | |
|---|---|---|---|
| 1 | Teeter Ladder | $ | 10.00 |
| 2 | Inclined Ladders, at about $12.00 | | 24.00 |

(Out-Door Gymnasivm Continued)

| | | | |
|---|---|---|---|
| | 2 | Horizontal Ladder, at about $12.00 | 24.00 |
| | 2 | Rope Ladders, 16½ ft., at $1.00 per ft | 33.00 |
| | 3 | Climbing Poles at $4.00 | 12.00 |
| | 9 | Travelling Rings at $3.00 | 36.00 |
| | 1 | Trapeze, about | 5.00 |
| | 2 | Pairs Flying Rings at $3.50 | 14.00 |
| | 1 | 8-ft. Parallel Bar | 35.00 |
| | 1 | Horse | 75.00 |
| | 1 | Buck | 30.00 |
| | 3 | Vaulting Bars at about $3.00. | 9.00 |
| **Cost** | 1 | Jump Stand at about $3.00 | 3.00 |
| **$360.00** | 1 | Merry-go-Round at about | 50.00 |
| | | | $360.00 |

# Ideal School Administration

In studying the question of Ideal School Administration it is necessary that we should understand the causes which are responsible for dissatisfaction with traditional methods.

Within the last twenty years there has been in the United States a steady movement toward the improvement of school organization. Absence of individual responsibility, lack of plan and system, confusion of powers, antagonism of selfish interests among members of school councils, together with the growth of our cities and advancement in knowledge have made reform in educational administration imperative. In Europe the government of the various continental countries exercises control over the public instruction in the several states. Although our Federal government at Washington has never made any such attempt, there are a few states where the city schools are somewhat under the jurisdiction of state authority. In New York State the State Superintendent of Schools is a final arbiter in all matters having to do with the schools. His decisions cannot be reversed by the courts. He may overrule the action of any district or city school board, even closing a school arbitrarily if he deems it wise, or he may remove any member of such board. No such power is vested in any other school officer.

What might be termed "ideal school administration" has not as yet been evolved anywhere, but the educational public is on the alert for innovations which shall solve the problems with which our municipalities are confronted.

Some of the worst features of existing methods have been large and clumsy school committees whose mode of ward election has been open to the severest criticism. The executive functions of the school department have been intrusted to sub-committees whose members have been only too often ward politicians wholly unfitted for positions of such grave responsibility. In the fifty largest cities of the United States the number of members varies from eighty-four to three, with an average number of twelve. School boards have had no centralization of energy, no fixed responsibility, no business head, no proper method for selecting teachers best fitted to teach. The schools have been considered a

part of the municipal machinery and their support has often been secondary to that of the street and fire departments. Such is the school situation in most of our American cities. The problem is to take the schools out of politics. The most important step that has been taken in the way of solving this problem is the employment in many cities of educational experts in the supervising (or educational) and the business functions of their school systems. To become familiar with the variations from the normal type of school administration we will consider briefly the various changes made in some

## EASTERN CITIES.

Buffalo has a plan all its own. It intrusts the management of all school matters to the City Council and has no School Board. It is a dangerous plan and has not worked well. The question of politics has not been eliminated from school affairs.

Washington's school law is unique in that the educational provisions of its charter contain but four paragraphs. A very small salary is paid the seven members of its Board of Education merely to insure attendance at board meetings and to secure greater attention to school business. By Congressional action they administer school affairs practically without restriction.

In Milwaukee the people elect the Mayor, the Mayor appoints an Education Commission, this commission appoints the School Board, the Board elects a Superintendent of Schools, the Superintendent selects Principals, the Principal selects his teachers. With this system there is no centralization of responsibility. The membership of the School Board has been reduced from thirty-six to twenty-one.

The Board of School Commissioners of the city of Baltimore consists of nine unsalaried members, each serving a term of six years, and is appointed by the Mayor from the city at large. The functions of the Board are purely legislative, while the executive or educational functions are delegated to a Superintendent of Schools who is appointed by the School Board without a definite term. A secretary employed by the Board, together with his two assistants and the Supervisor of School Buildings, (also employed by the Board), act as Business Agents in their respective fields. Appropriations for school

purposes are made by the "Board of Estimates" upon the recommendation of the "Board of School Commissioners." The City Council reserves the right to reduce the appropriation recommended by the "Board of Estimates." Teachers are nominated by the Superintendent from an eligible list made by competitive examination and are appointed by the "Board of School Commissioners."

St. Louis elects twelve members from the city at large on its School Board, each to serve six years. The Board originally had twenty-one members. The nominees are all pledged to nonpartisanship. The School Board employs a Superintendent of Instruction, Commissioner on School Buildings, a Secretary who acts as Treasurer and as Auditor. The direct educational work is under the control of the Superintendent of Instruction. The responsibility of repairs and construction is centralized in the Building Commissioner, who is allowed certain assistants and deputies, one of whom must be a trained engineer, qualified to design and construct heating, lighting, ventilating and sanitary apparatus. The Secretary and Treasurer is custodian of funds and property, and he, with the Auditor, may obstruct improper expenditures, thus making them responsible to the public for the honesty of the administration. The power to levy school taxes for money with which to purchase sites, erect buildings, and to maintain the school system, is vested in the School Board. The State Constitution limits the rate to sixty per cent. upon one hundred dollars' value of property. The Superintendent appoints all teachers, such appointments being subject to the approval of the Board.

The present system of the city of Cleveland is of interest because it differs so greatly from the usual type. It has now been in operation twelve years, a sufficient length of time to test its merits and demerits. It was the first city to make a radical change in its method of school government. Many of the provisions of the new law have been subjected to criticism and they should not as a whole be recommended. The school control is divided into three branches—legislative, executive, and professional. The legislative functions are delegated to a School Council, consisting of seven members elected from the city at large for a two years' term, each receiving a salary of $260 a year. The executive functions are vested in a "School

Director'' elected every two years by the people at large. He is the business manager and receives an annual salary of $5000.

The professional or educational functions are intrusted to a Superintendent of Instruction, whose term of office is during good behavior and who is appointed by the Business Director with the confirmation of the School Council. His office carries with it a yearly salary of $5000.

The Superintendent of Instruction appoints and discharges teachers, practically arranges course of study and controls all matters relating to the purely educational side of school administration. He attends all meetings of the School Council, but has not the right to vote.

The school affairs of Cleveland are almost absolutely divorced from the city government, the only point of contact being in minor details of finance. The granting of school revenues is in the hands of a Board of Tax Commissioners. A tax levy for each year not exceeding seven mills on the dollar is made by the School Council. This may be approved or rejected in part by the Tax Commission, whose action is final.

The virtue of the New Haven plan is in its direct simplicity, and it is most worthy the careful consideration of all municipalities. Here the Mayor appoints an unsalaried Board of Education of seven members from the city at large, each for a four years' term. The School Board appoints its own Superintendent of Schools, whose term of office is five years. A Business Agent is employed to attend to all business matters, the duties of the School Board being purely legislative. All estimates for school purposes are made by the Board of Education, appropriations being made by the City Board of Finance. The Superintendent appoints all teachers whose salaries are fixed by a sub-committee of the Board of Education.

In Indianapolis the people elect for a four year term, from the city at large, a Board of School Commissioners consisting of five members. This Board serves without pay, appoints a Superintendent of Schools, Business Director and a School Librarian, fixes salaries of officers, agents, teachers and employees of the School Department, and levies taxes for school purposes. Every legislative act is by written resolution. Any member of this Board may be removed by the Superior or Circuit Court upon petition of ten residents, proof being given of

official misconduct, negligence of duty, or mental or physical disability.

The Superintendent of Schools is appointed by the Board of School Commissioners at a salary fixed by them. His first term is for one year. Upon re-election he serves four years. He appoints teachers, selects text-books and apparatus, attends to purely educational work, but has no vote in the Board.

The Board of School Commissioners also appoints a School Director with a term of office similar to that of the Superintendent. He is paid $3000 annually, executes all contracts, is custodian of school property, oversees the construction and repair of buildings and purchases all supplies. He is under bond for $10,000.

These last two cities, New Haven and Indianapolis, seem up to the present time to have solved satisfactorily some of the problems of the administration of school affairs.

## SAN FRANCISCO.

A brief consideration of conditions in our own city will show that with the advent of the New Charter in 1900 the work of school reform was begun in earnest. Many of the educational provisions of this new charter were so radical that the educational public regarded the departure with the keenest interest, but over four years of operation have proven it to be inadequate to the needs of a city school department, and very few of its provisions are worthy of being adopted by other communities. Its adoption was, however, a step in the right direction, and while its framers worked with a zeal born of a strong desire for school reform and with a conviction of duty, our present plan of school organization must be considered but a stage in the evolution of the San Francisco system of education.

The present condition is the outcome of causes which originated fifty years ago. With but spasmodic efforts at reform, the whole history of the school question has been one of political intrigue and graft. The rule has been that, even with the newspapers, the main object was to secure and continue the rule of the party, and educational needs have been forgotten. "A knowledge of the art of pulls" was considered much more desirable than ability properly to administer school affairs. It is in such an atmosphere as this that the younger generation has been reared.

By the present system the School Board consists of four bi-partisan members, each appointed by the Mayor for four years at an annual salary of $3000. One of these members goes out each year. To this body is delegated all legislative functions, and they also control many purely educational functions, and perform many duties which rightfully belong to the Superintendent's department and which the law should so delegate.

The Superintendent of Instruction is elected by the people from the city at large for a term of four years, and he receives for his services $4000 a year. He must be a resident of San Francisco and from the nature of his office he must to a certain degree affiliate himself with local politicians. He with four deputies administers the affairs which immediately concern the conduct of the schools, but he has no vote in Board meetings, Board members having full power to approve or reject recommendations made by him. He is but the servant of the Board, having no power of direct authority.

The Board of Education has no control whatever over the school appropriations, having only the power to report to the Board of Supervisors an annual estimate of the current annual expenses of public instruction, which estimate must not exceed $32.50 for each pupil in attendance during the preceding year. No matter how great the need of the schools, taxes can not be levied beyond the dollar limit. No provisions are made in the charter for the extended use of schools, nor for including in the school system public playgrounds, kindergartens, manual training, trade or vacation schools. The Board of Education is greatly hampered by being dependent upon the Board of Public Works for all repairs to school premises, which also controls the erection of all new buildings. This necessitates the educational body which is conversant with school needs, preparing elaborate specifications of work to be done and presenting them to a municipal body whose function is not an educational one. It is plainly seen that the present system is double-headed, and that there is no distinction between executive and legislative functions. The danger of inharmony between an appointive Board and a Superintendent elected by the people was demonstrated in the first Board under the new charter. There are no provisions for the impeachment or the recall by qualified electors of officers failing to perform their duty. The idea is fixed

in the minds of our citizens that the School Department is but a branch of the municipal service, on a par with street cleaning and police duty, and in spite of the advances made elsewhere in educational administration there exists today in the public mind of San Francisco only a vague conception of the dignity and purpose of public education.

The situation is, evidently, not one which is conducive to the attainment of educational ideals, but, notwithstanding, many laudable reforms have been attempted or introduced into the School Department. A concerted effort from those in authority is now being made to give the teachers real educational help and inspiration. Noteworthy changes have been a new course of study; introduction of manual training and domestic science; semi-annual promotion in part on judgment of teachers; election of teachers on merit basis; recommendations for playgrounds, kindergartens, lectures, library extension work, ungraded class rooms; classes for defective children; appointment of medical inspectors for schools; the enforcement of the compulsory education law, and establishment of a parental school for truants and incorrigibles; introduction of supervisors of physical training, manual training, domestic science, music, and drawing; the purchase of books for systematic supplemental reading, together with maps, globes and apparatus. When the new charter went into effect, with the possible exception of the Health Department, the School Department was, of all the municipal departments, the worst equipped for the work which it was expected to do.

From this cursory consideration of recent departures from the usual method of school administration it can be seen that there is a tendency toward a reduction in the size of School Boards; their appointment from the city at large, instead of their being elected from wards under boss rule; a longer term of office both for School Board members and Superintendent of Instruction. A continuous educational policy is deemed wise, frequent changes in personnel being detrimental to the best interests of the school. There is a growing demand that the schools shall be conducted on a business basis, with a business head, for expert service in all departments, a centralization of energy, a fixed responsibility, a broadening of the powers of the Superintendent, the divorcement of the school system from

the municipal machinery and consequently from politics, better teachers and more of them, together with special supervision. School organization throughout the country is in a state of evolution.

No one method in operation can be said to be ideal. We can but draw conclusions from the best that has been accomplished in our more progressive cities, and be willing to change our methods. No change means no progress. We are warranted in advocating a few reforms whose practicability has been demonstrated.

*First*—The affairs of the school should not be mixed up with partisan contests or municipal business.

*Second*—There should be a sharp distinction between legislative functions and executive duties.

*Third*—Legislative functions should be clearly fixed by statute and be exercised by a comparatively small Board, each member of which is representative of the whole city. This Board within statutory limitations should determine the policy of the system, and control the expenditures. It should make no appointments, save the two heads of departments, the Superintendent and Business Manager, and have nothing to do with statistics, attendance, supervision, methods or programs. Every act should be by a recorded resolution. It seems preferable that this Board be created by appointment rather than election.

*Fourth*—Executive administration should be separated into two co-ordinate departments, independent of each other, but both responsible for every act to the Board of Education—one of which manages business interests and the other of which supervises the instruction. Each of these should be wholly directed by a single official who is vested with ample executive authority, and charged with full responsibility for sound administration. The Board of Education should by a two-thirds vote have the power to veto acts of these officials within two weeks after reports are presented. The Board should also be given the right to remove either officer by five votes upon statement of cause.

*Fifth*—The chief executive officer on the business side should be charged with the care of all property and with the duty of keeping it in suitable condition; he should provide all necessary furnishings and appliances; he should make all agreements and

see that they are properly performed; he should appoint all assistants, janitors and workmen. In a word he should do all that the law contemplates, and all that the law authorizes concerning the business affairs of the school system, and when anything goes wrong he should answer for it. His books should be experted each year by the Board of Supervisors. He should be appointed by the Board for four years.

*Sixth*—The chief executive officer of the Department of Instruction should be given a term of four years and be appointed by the Board. He should appoint all authorized assistants and teachers from an eligible list to be constituted as provided by law. No board of laymen can possibly know as much about teachers and teaching as a single expert knows. He should assign to duties, and discontinue services for cause, at his discretion. He should determine all matters relating to instruction. He should be charged with the responsibility of developing a professional and enthusiastic teaching force and of making all the teaching scientific and forceful. He must perfect the organization of his department, and make and carry out plans to accomplish this. If he cannot do this in a reasonable time he should be superseded by one who can. To be successful he must have freed himself from politics, created in his Board a sentiment for a modern up to date course of study, for new buildings to cope with the growth of school systems leaving questions of finance to Board members; he must have gained perfect freedom for himself to deal solely with professional affairs.

*Seventh*—The question of revenue for the public schools is one of vital importance for no matter how ideal may be the authorities concerned in school administration, it is impossible for them even to approximate educational ideals without money. The affairs of funds for the schools should be vested in a Board of School Estimate. This should be the body to solve the problem of taxation.

The *first step* toward further reform in the San Francisco school system would be an amendment of Section 3, Article IX, of the State Constitution, whereby a city or county government having been merged into one municipal government should be permitted by its charter to determine the manner and time of election of the Superintendent of Schools. The future success

of our School Department depends upon this measure.

The charter amendments for increasing the powers of the Superintendent should immediately follow his right of appointment. These with additional charter amendments to make possible our suggestions will be necessary before San Francisco's method of school administration shall be worthy of imitation. The better element of the city must awaken to its responsibility for the welfare of the city's children. The present charter provisions have been given a fair trial, and have been found inadequate. The present need is for reform. In the words of President Eliot, "Learning from failures what not to do, and from successes what next to attempt, we may all press on together."

## REFERENCES IN PART.


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Orth, S. P.—"Cleveland School Administration." Political Science Quarterly, October, 1904.

Proceedings of the N. A. E. Association, 1896-1904. Department of School Administration.

Report of the Commissioner of Education, 1895-96.

Report of the Educational Commission on Administration of Schools for Chicago.

Report of the Sub-Committee of the National Education Association on the Organization of City School Systems, 1895.



For general information and School Reports, thanks are extended to:

Supt. of Instruction Edwin F. Moulton, Cleveland, Ohio.

Supt. of Instruction Calvin N. Kendall, Indianapolis, Indiana.

Supt. of Instruction F. H. Beede, New Haven, Conn.

Supt. of Instruction J. H. Van Sickle, Baltimore, Md.



Katherine Heath Angelo,

Chairman Committee on Ideal School Administration, Local Council of Women.


San Francisco, May 6th, 1905.

# PROGRAM

OF THE

# TEACHERS' INSTITUTE

OF THE

CITY AND COUNTY OF SAN FRANCISCO

CIVIC AUDITORIUM

OCTOBER 3, 4, 5, 1921

ALFRED RONCOVIERI
Superintendent of Schools

**Section Meetings, Monday Afternoon, October 3rd, beginning at 1:45 o'clo**

Physical Education Section—High School of Commerce Study Hall.

Music Section—Girls' High School Auditorium.

English Section—Polytechnic High School Auditorium

Commercial Section—Bank of Italy Building Auditorium, sixth floor, Pow and Eddy Streets.

Home Economics Section—High School of Commerce Auditorium.

Classics Section—Public Library Auditorium, McAllister and Larkin Stree

Geography Section—Galileo High School Auditorium.

Penmanship Section—Polytechnic High School Science Room.

History and Civics Section—Lowell High School Auditorium.

Science Section—Redding School Auditorium.

Americanization Section—McKinley Hall, Civic Auditorium, third flo N. W.

Manual Training Section—Lincoln Hall, Civic Auditorium, third floor, N.

Spanish Section—Memorial Hall, Civic Auditorium, third floor, N. W.

Library Section—Washington Hall, Civic Auditorium, third floor, N. W.

Mathematics Section—Hall A, Civic Auditorium, fourth floor, N. W.

Advisors of Girls' Section—Board of Education Meeting Room, second flc City Hall.

Arithmetic Section—Lowell High School Study Hall.

Drawing and Art Section—Girls' High School Library.

**Department Meetings, Tuesday Morning, October 4th, beginning at 9:30 o'cl**

**Kindergarten-Primary Department,** Scottish Rite Auditorium, Sutter Street Van Ness Avenue.

9:30 Address: Miss E. Shoninger, San Jose State Normal School.

10:30 Address: Dr. Ernest Horn, University of Iowa.

**Elementary Department**—N. S. G. W. Auditorium, 414 Mason Street.

9:30 The Use of Flash Card Exercises in Improving Silent Readin Dr. Ernest Horn.

10:45 The Juvenile Delinquent and the Discipline Problem in the Elem tary School—Miss Olive Jones, Principal Public School Num 120, New York City.

**Intermediate Department**—Polk Hall, Civic Auditorium, first floor, W.

9:30 Training for Character and Citizenship—Miss Olive Jones.

10:45 The Internal Reorganization—Dr. Thomas H. Briggs, Teachers' lege, Columbia University.

**High School Department**—Girls' High School Auditorium.

9:30 Getting By: Dr. Thomas H. Briggs.

10:45 Address: F. H. Boren, University High School, Oakland.

## GENERAL SESSION

**Tuesday Afternoon, October 4th, Beginning at 1:30 o'clock**

CIVIC AUDITORIUM

MR. W. T. HELMS, Presiding

Organ Recital.....DR. MAURICE W. O'CONNELL
1. Star Spangled Banner.....*Francis Scott Key*
2. Offertoire.....*E. Batiste*
3. Meditation de Thais.....*J. Massenet*

Greetings.....HON. JAMES ROLPH, JR., Mayor of San Francisco

Education a Public Investment.....DR. THOMAS H. BRIGGS

Organ—Fanfare.....*J. Lemmens*

The Uses and Abuses of the Project Method.....DR. ERNEST HORN

What Shall Be the Next Step?.....HON. WILL C. WOOD

Organ—Grand March from "Queen of Sheba".....*Charles Gounod*

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**Wednesday Morning, October 5th, 9:15 o'clock**

## ELEMENTARY DEPARTMENT

Larkin Hall, Civic Auditorium, First Floor, East
9:15-10:00 o'clock

Teaching Pupils to Use Books Efficiently.....DR. ERNEST HORN

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## JOINT INTERMEDIATE AND HIGH SCHOOL DEPARTMENTS

9:15-10:00 o'clock

Articulation in Secondary Education.....DR. THOMAS H. BRIGGS

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## GENERAL SESSION

10:30 o'clock

Civic Auditorium

Organ Recital.....DR. MAURICE W. O'CONNELL
1. Star Spangled Banner.....*Francis Scott Key*
2. Largo.....*G. F. Handel*
3. Simple Aveu.....*Fr. Thome*

Standard of Evaluating Teachers' Services.....MISS OLIVE M. JONES

Tenor Solos.....CHARLES F. BULOTTI
(a) Ah Moon of My Delight.....*Liza Lehman*
(b) Christmas Bells.....*Alfred Roncovieri*

The Re-organized N. E. A. at Des Moines and the C. T. A.—
SUPT. FRED M. HUNTER, Past President, National Education Assn.

Organ—Pilgrim's Chorus from Tannhauser.....*R. Wagner*

## GENERAL SESSI(

**Wednesday Afternoon, October 5th, Beginning at 1:30 o'clock**

Civic Auditorium

Organ Recital.....DR. MAURICE W. O'CONNELL

1. Star Spangled Banner.....*Francis Scott Key*
2. Agnus Dei.....*Georges Bizet*
3. Pilgrim's Song of Hope.....*E. Batiste*

The Post-War Situation and the Public Schools' Responsibility—
DR. H. B. WILSON, Superintendent of Schools, Berkeley

C. T. A. Business Meeting—Report of President E. Morris Cox, and other matters affecting the C. T. A.

Organ—Reverie.....*Alfred Roncovieri*

Soprano Solos.....MILDRED LENORE ERIKSON, of the San Francisco School Dept.

(a) Shadow Dance from Dinorah.....*Meyerbeer*
(b) Waltz Song from Romeo and Juliette.....*Gounod*

At the Piano—MRS. WILLARD BATCHELDER

The Values of Literature.....DR. THOMAS H. BRIGGS

Organ—Marche Triomphale.....*J. Calaerts*

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## MONDAY, OCTOBER 3, 6:30 P. M.

School Masters' Banquet.....Hotel Whitcomb

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## TUESDAY, OCTOBER 4, 4:30 P. M.

San Francisco Teachers' Association Reception in Honor of Visiting Teacher
Polk Hall, Civic Auditorium

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## TUESDAY, OCTOBER 4, 6:30 P. M.

Grade Teachers' Association Banquet.....Fairmont Hote

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## WEDNESDAY, OCTOBER 5, 12:00 M.

San Francisco Principals' Association Luncheon.....St. Francis Hote

# REPORTS

ADOPTED BY THE

## State Convention of County School Superintendents

AND THE

## CALIFORNIA STATE TEACHERS' ASSOCIATION,

# Against State Publication of School Books.

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PRICE, - - - - 5 Cents.

Per Hundred, $3.00.

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REPRINTED BY

JOS. WINTERBURN & CO., PRINTERS AND ELECTROTYPERS,

SAN FRANCISCO, CAL.

1884.

# REPORT.

ADOPTED BY THE STATE TEACHERS' ASSOCIATION, HELD IN SAN FRANCISCO, DEC. 26th, 27th AND 28th, 1883.

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Your Committee on State Publication of Text-Books have had the subject under consideration, and beg leave to report as follows:

We find this subject was carefully considered by a committee appointed by the County Superintendents, at their session, a year ago, and ably discussed in a report submitted by them. To that report we invite the attention of all persons who desire to see the points involved presented in detail. From that report, and from other data and stastistics which we have examined, but have not had time to properly digest and arrange, we find as follows:

*First*—There is now paid to publishers, by wholesale dealers, for School Readers, Spellers, Geographies, Arithmetics, Grammars, and Histories of the United States, to be sold in this State, about $60,000 per year.

*Second*—That the State, if it desired to supply books to pupils at actual cost, could purchase, delivered in Sacramento, all the books on the above subjects, required for use in the public schools of this State, for that sum.

*Third.*—That a private publishing house, working under the pressure of self-interest, with a full corps of trained assistants, would require at least five years' time and an expenditure of at least $150,000 to prepare the plates of a series of the above books, equal in size, matter, illustrations, paper, binding, and general excellence to those generally used in this State, and the type, presses, and other "plant" necessary to their publication.

*Fourth.*—That the expense to the State, working in inexperience, without proper facilities, under the possible and probable wastefulness and extragavance of its officials, with the certainty that partisan services, rather than fitness and experience, will control appointments in this service; with all the disinterested and enlightened public sentiment opposed to the scheme, and the entire press of the party not in power denouncing the

methods of its execution—would be at least fifty per cent. greater—certainly not less than $200,000.

*Fifth.*—That the annual expense of manufacturing the books, after the first expenses were incurred; would be about $30,000, exclusive of the expense of the central bureau of publication, which would certainly not be less than that of a private firm engaged in the same business.

*Sixth.*—That the estimate of the State Printer upon which the legislation for submitting the proposed amendment was founded, is, owing to the want of accessible information regarding the school book business, defective, erroneous and misleading.

*Seventh.*—That the preparation of good school text-books is not, as is often stated, an easy matter for any educated person, but one requiring the greatest skill, judgment, experience and patience.

*Eighth.*—That comparatively few text-books issued by old and experienced houses give general satisfaction. And that the chances under State publication are still greater, and amount to a very strong probability, that the first attempt, at least will be crude, unsatisfactory and discreditable; will mortify our State pride, injure our reputation, and impare the efficiency of our schools.

*Ninth.*—That the imperfections which will certainly appear upon trial, in these books, will call for new appropriations for amended editions by each succeeding Legislature; and equally sure to evoke political attack, renewed changes of books, legislative inquiry and public scandal.

*Tenth.*—That it is particularly dangerous for a State, situated like California, to stake so great a sum upon the issue of an experiment so doubtful that but one State has ever tried it, and disastrously failed, and especially as this experiment is proposed to be made, not by ordinary legislation, but by a constitutional amendment requiring years for repeal.

*Eleventh.*—That no State ought to attempt any business which can be successfully managed by private enterprise; and that the surest way to secure the best books at the least cost is to leave, as we now do, the field unrestricted and open to the competition of all the world.

*Twelfth.*—That the truth of this reasoning appears from the low rates at which publishers now sell their books, paying their authors; preparing the plates; incurring the risks, and still providing our books at an advance of not more than $25,000 per

year upon the actual cost of manufacture after the plates are prepared.

*Thirteenth.*—That private publishers are enabled to do this because they publish for 50,000,000 of people, while we, after incurring the same, or greater preliminary expense, would publish for less than 1,000,000.

*Fourteenth.*—That in the only State, Minnesota, where any such system has been tried, the result has been disastrous, and the system has been condemned. The Superintendent of the largest county in that State, in a letter addressed to an officer of this association writes, that "Not a single State book has been ordered in that county since 1880," that "tabooed books are fast creeping into the schools," and that the scheme is considered "an impracticable, unconstitutional, iron-clad failure." The Superintendent of another large county warns the people of California not "to take pattern from us, and humbug themselves with such an irrevocable, unrepealable, iron-clad and foolish text-book law."

In view, therefore, of the above findings of fact, your Committee respectfully recommend the passage of the following resolution:

*Resolved*—That in the opinion of this association, the publication of school text-books by this State is inexpedient and impracticable, and will, if attempted, result in great pecuniary loss to the State, and expensive and unsatisfactory books for our schools.

[Signed]:

Jas. G. Kennedy, Superintendent Schools, San Jose.

Jas. Denman, Principal Denman School, San Francisco.

F. C. Sawyer, San Jose.

F. A. Blackburn, Prin. Boys' High School, San Francisco.

C. S. Smyth, Supt. Schools, Sonoma County.

Albert Lyser, Cosmopolitan School, San Francisco.

Ira Moore, Prin. Normal School, Los Angeles.

G. P. Hartley, Supt. Schools, San Mateo County.

Fred. M. Campbell, Ex-State Superintendent.

W. W. Anderson, Prin. Public Schools, Berkeley.

Martin Kellogg, University of Cal., Berkeley.

Jos. O'Connor, Deputy-Supt. of Schools, San Francisco.

H. B. Norton, Vice-Prin. State Normal School, San Jose.

# REPORT,

UNANIMOUSLY ADOPTED BY THE COUNTY SUPERINTENDENTS, IN CONVENTION ASSEMBLED, IN PURSUANCE OF SECTION 1532, POLITICAL CODE, AT SAN FRANCISCO, DEC. 27th, 28th and 29th, 1882.

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*To the Convention of County School Superintendents.*

Your committee to whom was entrusted the duty of formulating the sense of the convention in regard to school text-books, as evinced in the discussion of yesterday on that subject, respectfully report as follows :

Three questions are involved in this discussion :

*First.*—Should the State furnish the books free ?

As to this we decidedly believe *not*, for the reasons—

1. The great waste by pupils which would result. What this would be may be judged by the great waste of the stationery now furnished by the State as compared with similar articles furnished by the parents.

2. The cost of care, distribution, and accounting. The State cannot possibly do this work so cheaply or conveniently to the public as it is now done by retail dealers.

3. This would require the books to be kept with other school property in the school-houses or at the homes of the trustees during vacations. The books should be accessible to the pupils at all times. There would be great waste and loss of books under the management of the average trustees. This is shown by the present great loss of school library books.

4. The people are willing to buy the necessary school books for the use of their children, and we believe that it is positively better that the parents should pay directly, each for himself, so much of the cost of the child's education. Books for indigent children are now provided by the State. We see no reason for buying the books for others which is not an equally good reason for buying their clothes or food. It is a step in the direction of leading shiftless people to expect general support from the State a step in the direction of communism.

5. The people will bear only a certain amount of taxation for school purposes. We believe it unwise to increase the apparent amount by paying from the public funds any expenses which parents now willingly pay out of their own pockets. All the money that can be raised is needed for the extension of school terms, the provision of better buildings and appliances, and the payment of teachers' wages.

*Second.*—Should the State furnish the books at cost?

To this we answer no, for the reason that it is practically impossible for the State to determine what the cost of a school book is. The cost of school books to private publishers and dealers includes not only cost of the plates, paper, and binding, but also all sums paid to authors, all sums expended on unprofitable publications, on freights, clerk hire, insurance, losses in trade—in fact, of all the expenses of their business, together with capital invested, and sufficient additional to replace the first cost of plates before the books become antiquated and unsalable; also of the services of all who necessarily handle the books during their progress to the hands of the pupil. This cost practically cannot be computed, and if it could be, under State management, would certainly make the books more expensive than now. The annual profits on school books to retailers at present in California, probably do not exceed $12,000 or $15,000. The State certainly cannot distribute the books for this money; and even if there were the possibility of a small saving, it would not justify the State in attacking the trade of the small book stores, which are themselves great educational influences which ought to be encouraged, and not crippled.

*Third.*—Should the State publish its own text-books?

As this branch of the subject has been largely discussed of late, we have given it considerable attention.

It has been claimed that the State should publish the reading and other principal text-books used in the public schools. This would probably include Readers, Spellers, Geographies and Arithmetics. The sale of United States Histories is too small to render it an object; and upon the subject of Grammar there is too much difference of opinion. It may be added that Geographies would also doubtless have to be excluded, as they are peculiarly difficult to prepare and print, and are necessarily subject to continual revision.

For the purpose of investigation, however, we have included these four subjects.

The first question to be considered is the volume of business.

It is not claimed that we should get better books by State publication, but that we should save money.

To find out how much we can save, we must first find how much we now pay.

According to the report of the Superintendent of Schools of San Francisco for 1880, there were enrolled, in May of that year, the following numbers of pupils in the respective grades: First grade, 875; second grade, 1,447; third grade, 1,899; fourth grade, 2,857; fifth grade, 3,621; sixth grade, 4,038; seventh grade, 4,548; eighth grade, 9,721.

The cost, at contract retail prices, for all the Readers, Spellers, Geographies and Arithmetics which would be required in one year by that number of pupils, according to the course of study in the San Francisco schools, if each pupil should buy a new book, would be $19,069.70. In fact, however, they do not all purchase new books, great numbers of books are handed down from one child to another, or were used by the same child in previous grades. Probably not more than half of the books required would be purchased new in each year. For the purposes of the discussion, however, we assume that one-third of the books only are left over, and two-thirds purchased new. This would make the cost of the books, at contract retail prices, $12,713.14. The sum actually paid to the publishers by the wholesale dealers, for these books, and for which the State could also purchase them if it was desired to distribute them through its own machinery, would be $8,366.

The total number of census children in the State for 1880 was 213,596; census children in San Francisco, 58,492; number in State, 3.65 times that in the city.

Assuming that the consumption of these books would be the same *per capita* of census children in the State as in the city—which it would not be, for more are used in the city—we have $8,366 \times 3.65 = $30,535.90 as the net amount which the State could purchase all the Readers, Spellers, Geographies and Arithmetics required for one year by the pupils at the public schools of the State. The freight on such a quantity of books from the East would be from $2,500 to $3,000.

Your committee has not had time to make further estimates.

The records of sales of some of the books largely used in the State, taken from the books of the wholesale houses of the city, were shown to your committee, and indicate substantially the same result. Your committee, however, have not had time to verify them, and do not include them in this report. They ca

doubtless be seen by any person interested, and of course furnish the best and most reliable data on this subject.

From all the information which your committee have been able to gather, however, we feel justified in assuming that all the Readers, Spellers, Geographies and Arithmetics which would be required in one year for the public schools of this State could be purchased by the State, and laid down in Sacramento or San Francisco, for not to exceed $40,000. We also believe, from some estimates which we have seen made by responsible printers and binders of San Francisco, that the same books could be manufactured from plates owned by the State for about half that sum.

The question then is, Can the State pay its authors, and manufacture its plates out of the $20,000 a year, now probably paid to publishers and transportation companies above actual cost of manufacture, and still probably save enough to justify the experiment?

These figures are so absurdly small, as compared with the popular estimate of the amount paid for these books, and as compared, we may say, with our own estimates when we began this investigation, that we are not inclined to pursue the subject farther. We do not believe the people of the State will desire to change the Constitution for the purpose of allowing the Legislature to engage in any such experiment for the purpose of trying to save such a trifling sum.

But these are the figures, and they seem to indicate just this result. There seems to be paid for these books, to the publishers and transportation companies, about $40,000. The work of distribution is performed by the wholesale and retail dealers, the former receiving for their services some $5,000 or $6,000, and the latter some $11,000 or $12,000, in return for which they count, pack, bill, and distribute the books, collect and transmit the money, and pay the losses from bad debts. We do not believe that the State could do the same work for three times the money.

As, however, there may be some well-meaning people who are still unconvinced, we will pursue the subject a little farther.

### EXPENSES OF AUTHORSHIP.

The usual compensation of officers of school-books is 10 per cent. on the list price, which is 25 per cent. higher than that assumed above in estimating the amount now received by publishers; and the State ought not to, and unless the universal experience of mankind misleads us, *would* not, seek to deal less liberally with its authors than is the custom of private publishers.

On the supposition, therefore, that the annual sale of books would be $40,000 at net prices, equivalent to $50,000 at list prices, there would be either an annual payment of $5,000 to authors, or the immediate payment of such a gross sum as would be its equivalent. This disposes of one-fourth of the proposed saving of $20,000, except upon the supposition that the State accepts the services of some of the multitude of incompetent men who are unable to secure private publishers of their books, and will therefore seek to become authors for the State on almost any terms, or succeeds in browbeating some competent man into accepting less than the usual and fair remuneration.

EXPENSE OF PLATES.

School-books, as now manufactured, are models of good printing. The plates must be prepared from fresh, new type, with which the State printing-office must be stocked. The very best compositors and foremen must be employed. But the chief difficulty will be in the illustrations. The school Readers now published by the leading houses are gems of art. The books which as First and Second Readers are now retailed for 25 and 50 cents would, if put up in flaming covers, and sold as holiday books, retail for from one to two dollars. They engage the services of the very best artists and the very best engravers in the land. The series of Readers now in use in San Francisco contains two hundred and thirty-five illustrations; the list of artists contains the names of the best artists in America; the work of the engravers is equally creditable; the artistic knowledge and feeling required to originally plan the illustrations before the detailed work is referred to the artists at all is of a very high order, and probably not found attached to any State printing-office in America; the Readers and Geographies of other publishers are equally good; the public taste and educational requirements alike demand the very best effects attainable in this department, and rival publishers continually vie with each other in their efforts to keep pace with this demand.

It will certainly not be proposed that the State of California should prepare text-books for its children inferior to those supplied by private enterprise to the children of other States. Neither public opinion nor the real interests of our schools would permit it. If any books be published by the State, they must be the best books possible. A low estimate for a private publisher to pay to artists and engravers for the two hundred and thirty-five engravings of the series alluded to would be $60 each, exclusive of the services of the skilled person in charge of the general mechanical and artistic execution. Here would be an investment of some $15,000 for a single item. If done for the State it would unquestionably reach $20,000. If it be said that

the State need not make such fine books, or that this care, pains, and expense are not necessary to secure it, it must be replied that the public certainly will require such books, and will prefer to pay what is necessary to secure them; and that private enterprise can find no way to attain these results *except* by just such pains and expense. A Californian publishing house, now preparing a series of Readers, finds it necessary and economical to maintain a competent gentleman constantly in the East for the sole purpose of superintending their illustrations. Neither artists nor engravers competent to do such work can be found on this coast, for the reason that there is no demand for their services. The State would be compelled to send East. Work of this kind cannot be done by contract; the result must be patiently worked out at whatever expense by an intelligent, responsible head. And in doing this, even under the very best management, large sums are always wasted in work which is not acceptable when done, and which the publisher who has paid for it finds it necessary to throw away. To what sums under "State" management this would amount can only be conjectured. The time required by a private publishing house for the production of a series of readers is from two to five years, during all of which time the careful attention of the most competent and experienced men is required, extending to the minutest detail. The State certainly is not likely to get on with less, or less skillful assistance. If it does, the results will be proportionately poor. All these salaries and expenses are to be charged to the account of the "Manufacture of the plates." To one not familiar with the business they may seem unnecessary, but they are certainly incurred by *all private* publishers who certainly would *not* incur them if they could be avoided.

The same remarks apply to the preparation of Geographies, and in a less degree to Arithmetics and Spellers.

The capital invested by a private publishing house, situated at the East, in the midst of all the best facilities for doing such work, in the manufacture of a series of Readers, Geographies, Arithmetics, and Spellers, would certainly not be less than $100,000.

How much it would cost the State of California, 3,000 miles from the point where the most difficult and expensive part of the work must be done, with the management in the hands of inexperienced men, may be guessed at, but cannot be estimated.

On inquiry, we have learned, that a private publishing house, in preparing a series of school books, *throws more money away in trials and experiments which come to nothing than they put into the actual books as they finally appear.* What would be the experience of the State?

EXPENSE OF MANUFACTURING THE BOOKS—PRINTING AND BINDING.

This work will require peculiar and expensive presses, suitable for printing fine illustrated books, the very best pressmen, and the very best paper. It would also require the equipment of a bindery and the employment of a force of binders.

If done by contract, it would involve a profit to the contractor, and the risk of bad work. There is not more than one, if there is any, establishment on this coast with facilities for doing the work, and the amount of work is not enough to induce others to prepare themselves, and here would be practically a "monopoly" of the contract, which is what we are all fighting against.

Another point to be considered is the danger of unsatisfactory books after all our efforts. It is a common, and perhaps very natural, error to suppose that almost any well-educated person can prepare a good text-book. On the contrary, there is hardly any more difficult literary task, or one requiring greater judgment, patience, and skill. Let any one attempt to arrange the lessons of a series of Readers, or the examples in a series of Arithmetics, so that each shall easily follow what has been passed, and properly prepare the pupil for what is to follow, and he will have a slight conception of only one of the difficulties to be encountered. All teachers appreciate this, and can well understand the annoyance, waste of time, and unsatisfactory results from the use of poorly graded, ill-arranged, or unsatisfactory text-books. It is not likely that any school board would agree, in advance of their publication, to use the books of any private publisher, no matter how honest or how capable; and yet an able man who thoroughly understands his business is certainly much more likely to secure good authors and have the books properly prepared than the inexperienced agents of any State, appointed, as they certainly would be by political influence. Yet it must not be forgotten that the books prepared by the State must be used at least for a time, whether good or bad. When new, like all other new school-books, they are certain to contain many errors and omissions, and to require correction, modification, and new editions; and the people must bear the expense, and the party in power endure the scandal. If found finally bad, and, in the course of time in any event, there will be a desire to supercede them by newer books, which will involve throwing away the old plates, and the paying full prices for the new books, in which case there would be no convenient nominal "exchange prices" to be paid in exchange for the old books.

It must also not be forgotten that the proposed measure will involve the immediate general change of *all the books now in use*

—most of them among the latest and best books in the market, and just recently adopted and bought by the people—a proceeding which, it seems to us, would be found not only unwise, but unpopular.

In consideration, therefore, of all the above facts, we are constrained to advise against the State undertaking to print, publish, or "provide" any of the school text-books.

[Signed:]

C. S. Smyth, Supt. of Schools, Sonoma County, Chairman.

Myron Yager, Supt. of Schools, Tehama County;

A. A. Bailey, Supt. of Schools, Contra Costa County;

G. P. Hartley, Supt. of Schools, San Mateo County;

J. W. Hinton, Supt. of Schools, Los Angeles Co., Secretary.

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# APPENDIX.

In addition to the foregoing we have obtained from the Committee, who made the Report to the State Teachers' Association, much of the data upon which they based their statements of fact, and from it we reproduce the following:

I.

**Prices of Principal Books used in San Francisco Schools, including Readers, Spellers, Arithmetics, Geographies, Grammars and History of United States, by grades, according to the Superintendent's Report and Course of Study for 1882, each book being named only in the grade where the pupil first uses it and will have to procure one.**

## PRICES.

| | Wholesale in N.Y. | | Wholesale in S.F. | | Retail. | |
|---|---|---|---|---|---|---|
| **Eighth Grade.** | | | | | | |
| McGuffey's 1st Reader, | .13 | | .16 | | .20 | |
| **Seventh Grade.** | | | | | | |
| McGuffey's 2d Reader, | .24 | | .30 | | .35 | |
| **Sixth Grade.** | | | | | | |
| McGuffey's 3d Reader, | .34 | | .42 | | .50 | |
| **Fifth Grade.** | | | | | | |
| McGuffey's 4th Reader, | .40 | | .50 | | .60 | |
| Monteith's Elementary Geography, | .48 | .88 | .60 | 1.10 | .75 | 1.35 |
| **Fourth Grade.** | | | | | | |
| Robinson's Complete Arithmetic, | .60 | | .75 | | .95 | |
| Swinton's Word Book, | .14 | | .18 | | .25 | |
| Harvey's Elementary Grammar, | .34 | 1.08 | .42 | 1.35 | .55 | 1.75 |
| **Third Grade.** | | | | | | |
| McGuffey's 5th Reader, | .58 | | .72 | | .85 | |

**Second Grade.**

| | Wholesale in N. Y. | | Wholesale in S. F. | | Retail. |
|---|---|---|---|---|---|
| Monteith's Comprehensive Geography, | .96 | | 1.20 | | 1.50 |
| Barnes' History of United States, | .80 | 1.76 | 1.00 | 2.20 | 1.25 2.75 |

**First Grade.**

| | | | |
|---|---|---|---|
| Harvey's English Grammar, | .53 | .65 | .80 |

SUMMARY.

The Total Sales of the above books by the Publishers, to San Francisco, are as follows, on the supposition that each pupil buys, new, the books required in the several grades as he reaches them:

REPORT OF 1882.

**Value of Books, per Pupil, as Sold by Publishers in N. Y.**

| Pupils enrolled May, 1882. | | N. Y. Cost of Books for each Pupil. | Total Cost of Books for the Grade. |
|---|---|---|---|
| 908 | 1st Grades, | .53 | $ 481.24 |
| 1,449 | 2nd " | 1.76 | 2,550.24 |
| 2,217 | 3rd " | .58 | 1,285.86 |
| 2,949 | 4th " | 1.08 | 3,184.92 |
| 3,698 | 5th " | .88 | 3,254.24 |
| 4,286 | 6th " | .34 | 1,457.24 |
| 4,131 | 7th " | .24 | 991.44 |
| 10,546 | 8th " | .13 | 1,370.98 |
| 30,184 | | Total Annual Sales..... | $14,576.16 |

It must be noted that, while the total enrollment of the primary and grammar grades, in May was 30,184, as shown by the above table, the total enrollment for the entire year of the same grades was 36,406; in other words, there were in the schools, during the year, for a longer or shorter time, 6,222 pupils who were not there in May. These pupils are not reported by grades, but they were doubtless mostly in the lower grades, and include the large number who attend school for a few days only, and buy no text-books. But it shows an apparent increase of about 20 per cent., which, however, is more than offset by the number of pupils who inherit books from older pupils in the same family, or who purchase at second-hand. It is usually estimated that not more than two-thirds of the books required to furnish each pupil beginning that book, are sold new in any one year. The estimate, therefore, will certainly not be too small if we base it on the May enrollment, and assume that each pupil buys a new book.

Taking this, therefore, as the basis, and estimating therefrom the total sales of these principal books to the State, we note:

There were Census Children in City, 1882..... 85,580
" " State, " .....216,330

Census Children in State (about) 3.9 times those in the City.

The sales, according to the above table, would be distributed among the various books as follows, the figures being, for San Francisco, those of the above table, and for the State, calculated *pro rata* therefrom, by multiplying, in each case, the number of books required for the city by 3.9, all fractions of a dollar being omitted:

**For San Francisco.**

| | | | | |
|---|---|---|---|---|
| 1st Readers, | 10,546 | .13 | $1,370 | |
| 2d " | 4,131 | .24 | 991 | |
| 3d " | 4,286 | .34 | 1,457 | |
| 4th " | 3,698 | .40 | 1,479 | |
| 5th " | 2,217 | .58 | 1,285 | |
| | | | | $6,582 |
| Arithmetics, | 2,949 | | | 1,769 |
| Elementary Geographies, | 3,698 | .48 | 1,775 | |
| Larger " | 1,449 | .96 | 1,391 | |
| | | | | 3,166 |
| Elementary Grammars, | 2,949 | .34 | 1,002 | |
| Larger " | 908 | .53 | 481 | |
| | | | | 1,483 |
| History United States, | 1,449 | .80 | | 1,159 |
| Spellers, | 2,949 | .14 | | 412 |
| Total value of books sold to San Francisco..... | | | | $14,571 |

**For the State of California.**

| | | | | |
|---|---|---|---|---|
| 1st Readers, | 10,546 x 3.9 | 41,129 @ .13 | $5,345 | |
| 2d " | 4,131 x " | 16,111 " .24 | 3,866 | |
| 3d " | 4,286 x " | 16,715 " .34 | 5,683 | |
| 4th " | 3,698 x " | 14,422 " .40 | 5,768 | |
| 5th " | 2,217 x " | 8,646 " .58 | 5,014 | |
| | | | | $25,677 |
| Arithmetics | 2,949 x " | 11,501 " .60 | | 6,900 |
| Elementary Geographies, | 8,698 x " | 14,422 " .48 | 6,922 | |
| Larger " | 1,449 x " | 5,651 " .96 | 5,424 | |
| | | | | 12,346 |
| Elementary Grammars, | 2,949 x " | 11,501 " .34 | 3,910 | |
| Larger " | 908 x " | 3,541 " .53 | 1,876 | |
| | | | | 5,786 |
| History United States, | 1,449 x " | 5,651 " .80 | | 4,520 |
| Spellers, | 2,949 x " | 11,501 " .14 | | 2,255 |
| Total value of books sold to California..... | | | | $57,484 |

The above would be the figures on the supposition that the sales in the country, per census child, equal those in the city. This, however, is not true. The school terms in the country are shorter, books are made to last longer, and single books often serve several children at the same time. The total annual sales of the six principal books to the State of California cannot exceed $50,000. The proportion, also, would not be correct, for the whole State. There would be fewer Readers, and probably fewer Geographies, while the Arithmetics would correspondingly increase.

II.

The statement that a private publishing house would require at least $150,000 capital, to prepare the plates alone, of such a complete series of books as is proposed, is based on information freely given to the committee by printers, binders, publishers, and book-sellers of San Francisco, and by the representatives stationed on this coast, of Eastern Houses. The gentlemen consulted substantially agreed in their statements and estimates, and the committee were satisfied that they were within the truth.

A prominent San Francisco publishing house furnished the statement that upon a series of new Readers alone, consisting of five books, just ready to print, and bind, they have already expended upwards of $25,000.

III.

The statement that the *annual* expense of manufacturing the books would be about $30,000—is based on estimates made and signed by Jos. Winterburn & Co., printers, and Bartling & Kimball, binders, both of San Francisco, which show that the actual cost of manufacture, *after the first expense of making the plates*, and not including any compensation to authors, is about one-half the price at which the books are now sold by publishers.

IV.

The statement that the State Printer had greatly erred in his estimates of the cost to the State of a series of text-books is based upon.

1. A letter addressed to Hon. B. D. Murphy, Chairman of the Senate Committee on Education, in answer to inquires, (but received too late to be of service in the Legislature) from the publishers of McGuffey's Readers—which are taken as the standard of mechanical execution in his report—from which letter it appears that the paper used in that series costs at the mill $9 per ream, and would cost in California not less than $9.60 per ream instead of $4.80 as estimated by him—an under estimate of one-half, in the single matter of paper.

2. The following editoral from the *San Francisco Chronicle* of March 1, 1883, the statements and figures in which were certified to the committee as substantially correct by J. W. Howard, of the firm of Howard & Pariser, printers, 429 Montgomery street, San Francisco, by whom they were originally prepared, and who has had a large experience in the manufacture of school books:

[From the S. F. CHRONICLE, March 1, 1883.]

## THE SCHOOL BOOK QUESTION.

"At nearly every session of the Legislature the question of "school text-books comes up in one shape or another. This "year it is in the proposal that the State itself shall enter into "the market as a competitor with private enterprise in the com- "pilation, printing and distribution of a series of school books "to be uniform throughout the State and supplied at cost. The "public printer being applied to for a statement of the probable "expense of such a series of books, encourages the enterprise "with a scale of prices that compares as follows with the present "scale:

| BOOKS. | STATE COST, Cents. | PRESENT COST, Cents. |
|---|---|---|
| Spellers, each | 08½ | 18 |
| First Reader, each | 09¼ | 20 |
| Second Reader, each | 18 | 50 |
| Third Reader, each | 24½ | 90 |
| Arithmetic, each | 28¾ | 1 00 |
| Grammar, each | 20¼ | 1 05 |
| History, each | 29½ | 1 25 |
| Cost of series | 1 38½ | 5 08 |
| | | $1 38½ |
| Difference in favor of State work | | $3 69½ |

"Something is said further along in the Public Printer's very "curious report, on the subject of Geographies, but we need "not lumber this article with that. Enough is shown above "to convince anyone who has a practical knowledge of the "cost of ink, paper, composition, presswork and binding, that the "exhibit on the side of the proposed State enterprise is incred- "ulous. It is but fair to say that he adds 25 per cent. to the "above State cost for the cost of distributing the books so that "they shall be readily available by all the schools of the State; "and it is but a reasonable suggestion from this to ask how the "State is going to distribute the books? Is it going to estab- "lish agencies in every school district? If not, then the work "of distribution will be more costly to the parents than books at "present prices, for in the country they may have to travel forty "miles to reach a distributing agency. Of course, the estimate "is upon a large number of each of the series. 100,000 of "each of the first two, and 60,000 copies of each of the other "seven. By this estimate, the Public Printer—or rather F. "Foster & Co. of Sacramento, and Bartling & Kimball of "San Francisco, who supplied the data—figures up the total "cost as follows:

| | |
|---|---|
| For 100,000 Primers, 100 pages each | $ 8,126 00 |
| For 100,000 First Readers | 9.286 00 |
| For 60,000 Second Readers, 216 pages | 10,752 50 |
| For 60,000 Third Readers, 352 pages | 14,546 60 |
| For 60,000 Arithmetics, 516 pages | 17,334 80 |
| For 60,000 Grammars, 288 pages | 12,000 40 |
| For 60,000 Histories, 384 pages | 17,795 00 |
| Total cost | $89,941 70 |

"The items will cause all practical printers and binders to "smile. Here they are:

| | |
|---|---|
| Composition, 1956 pages | $ 1,791 20 |
| Paper for 506,000 books | 25,650 00 |
| Presswork at 25 cents per token | 5,344 50 |
| Cuts 246 at $12 each. | 2,952 00 |
| Electrotyping, binding and presswork for covers | 54,204 00 |
| Total estimated cost | $89,941 70 |

"No sort of book composition costs less in this State than $1 "a page, and fully one-half of such a series as the above is all "in manuscript, and much of it rule and figure work, upon "which, including corrections of proofs, the charge is double. "A thorough printer assures us that the cost of the series will "average $3 a page for type-setting. The above estimate is "therefore $4,000 short on that item. He reckons the cuts (246) "at $12 each. They cannot be bought anywhere for three times "the money; and the like underestimates pervade all the items "given. It is within the mark to say that the cost will be

| | |
|---|---|
| Composition | $ 5,868 00 |
| Paper | 41,500 00 |
| Presswork, $1 per token | 21,378 00 |
| Cuts, (246) at $60 each | 14,760 00 |
| Electrotyping, binding and presswork to covers | 54,204 00 |
| Total cost | $137,710 00 |

"This is $47,768.30 more than the Public Printer's estimate. "Other oversights and miscalculations, whether blind or will- "ful will raise the cost of the whole series to not less than $172,- "000, or very nearly twice as much as these crude estimates. "Nothing is allowed for editing or compiling the books, as if "the State expected so all-important a part of the work to be "given it without pay.

"We have said enough on the subject to convince anyone at all "acquainted with the printing and binding of books that the "figures of the Public Printer are utterly fallacious and untrust- "worthy. He says they are figures not his own, but derived "from private printers and publishers; and we give him the ben- "efit of the disclaimer, notwithstanding he is an old and practi-

" cal printer. But whether he suspects it or not, the scheme of " amending an important section of the constitution under the " mask that it will save so much money to the State as is pre- " tended, has the look of a job on the face of it, and should be " explained, exposed and understood. This is what we have " herein done; and now that it is done, members of the Legisla- " ture cannot excuse themselves for an attempt to turn the State " Printing Office into a great nest of politicians, seeking to make " it a political machine in elections, on the pretext that it will " work a great saving of money or a great benefit to the cause of " education. Whatever tends in that direction supplies the ene- " mies of our public school system with weapons to undermine " and overthrow it."

3. Upon the fact that the State printer does not include any estimate of the cost of preparing the manuscript, or revising and altering the printed pages, the expense of superintendence and management, which the committee know to be matters indispensable, and involving great skill, labor and expense

Concerning the revising and altering of the printed pages, the committee were allowed to see and examine the bills for composition (type-setting) for the new series of five readers before referred to, and they aggregated nearly $6,000 ($5,947).

The same work could be done with the now completed books for copy, for a trifle over $1,100. The State printer takes these latter figures.

4. In the matter of illustrations, put down by the State printer at $12 each, the committee find that they actually cost $60 each on an average.

V.

The statement in regard to the unpopularity and failure of a similar attempt by the State of Minnesota to supply " cheap books " to the pupils of the schools, is based on letters addressed to Wm. White, Esq., President of the State Teacher's Association for 1883, by C. W. Smith Esq., Superintendent of Schools at Minneapolis, (Hennepin Co.,) O. M. Lord, Superintendent of Schools, Winona Co., Minnesota, and other Superintendents of that State.

The Committee had before them also the testimony of Prof. W. W. Anderson, Principal of the Public Schools of Berkeley, as to his experience with the so-called " cheap text-books " published and supplied by the educational authorities of Canada, and the failure of the experiment there.

# Data

on

# Teachers' Salaries

From

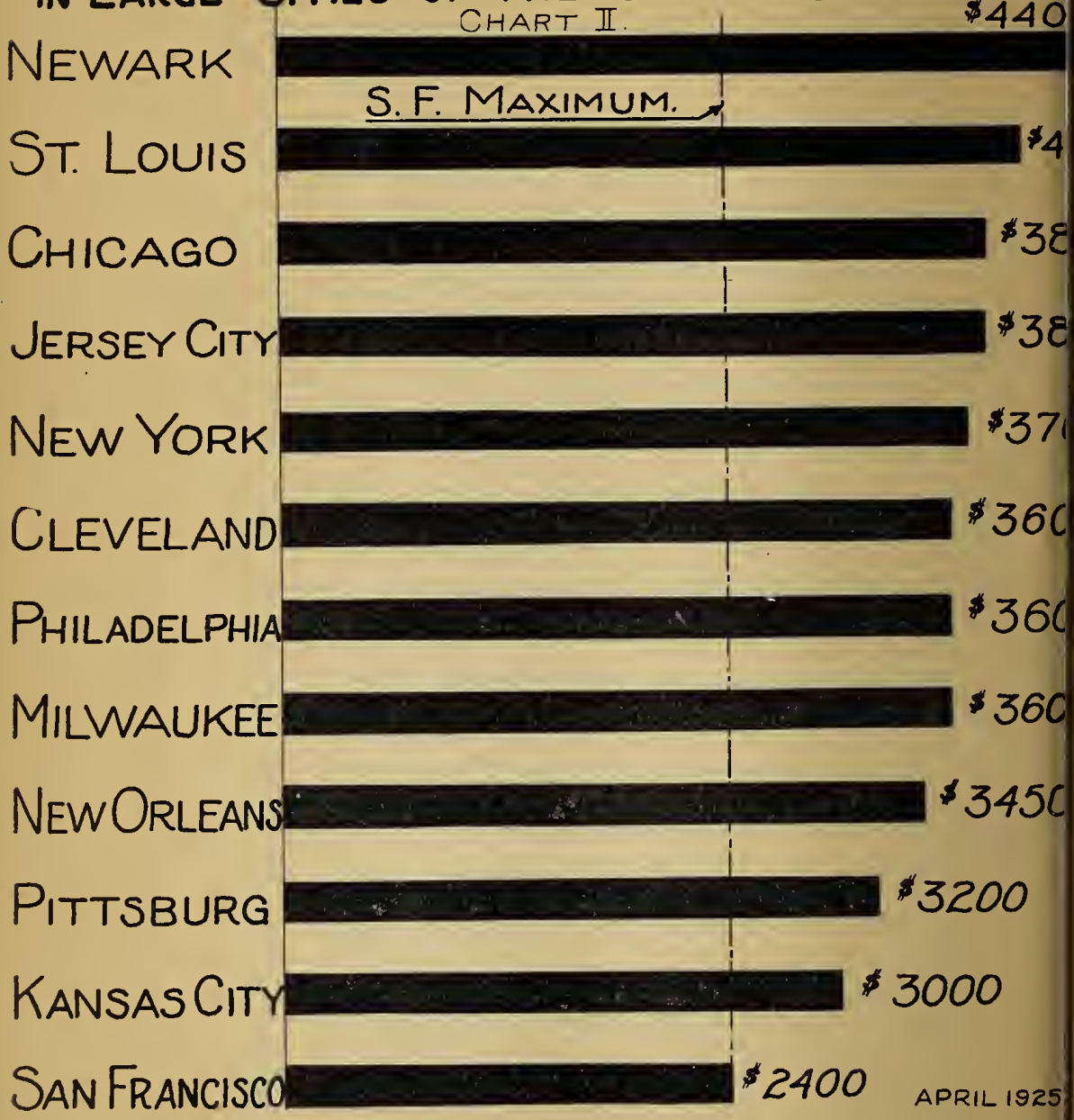
San Francisco Teachers
Joint Salary Committee

April, 1925

# MAXIMUM SALARIES

## PAID HIGH SCHOOL TEACHERS IN LARGE CITIES OF THE UNITED STATES.

CHART II.




APRIL 1925

1925 DATA FROM
NATIONAL EDUCATIONAL ASSOCIATION.

S. F. TEACHERS
JOINT SALARY COMMITT

Again, we find San Francisco at the foot of the list of twelve of the largest cities of the United States in respect to High School salaries.

New York's new schedule calls for a maximum of $5,200 for High School teachers, and the increases which are to be given in Elementary and High Schools will cost the City of New York more than $15,000,000.

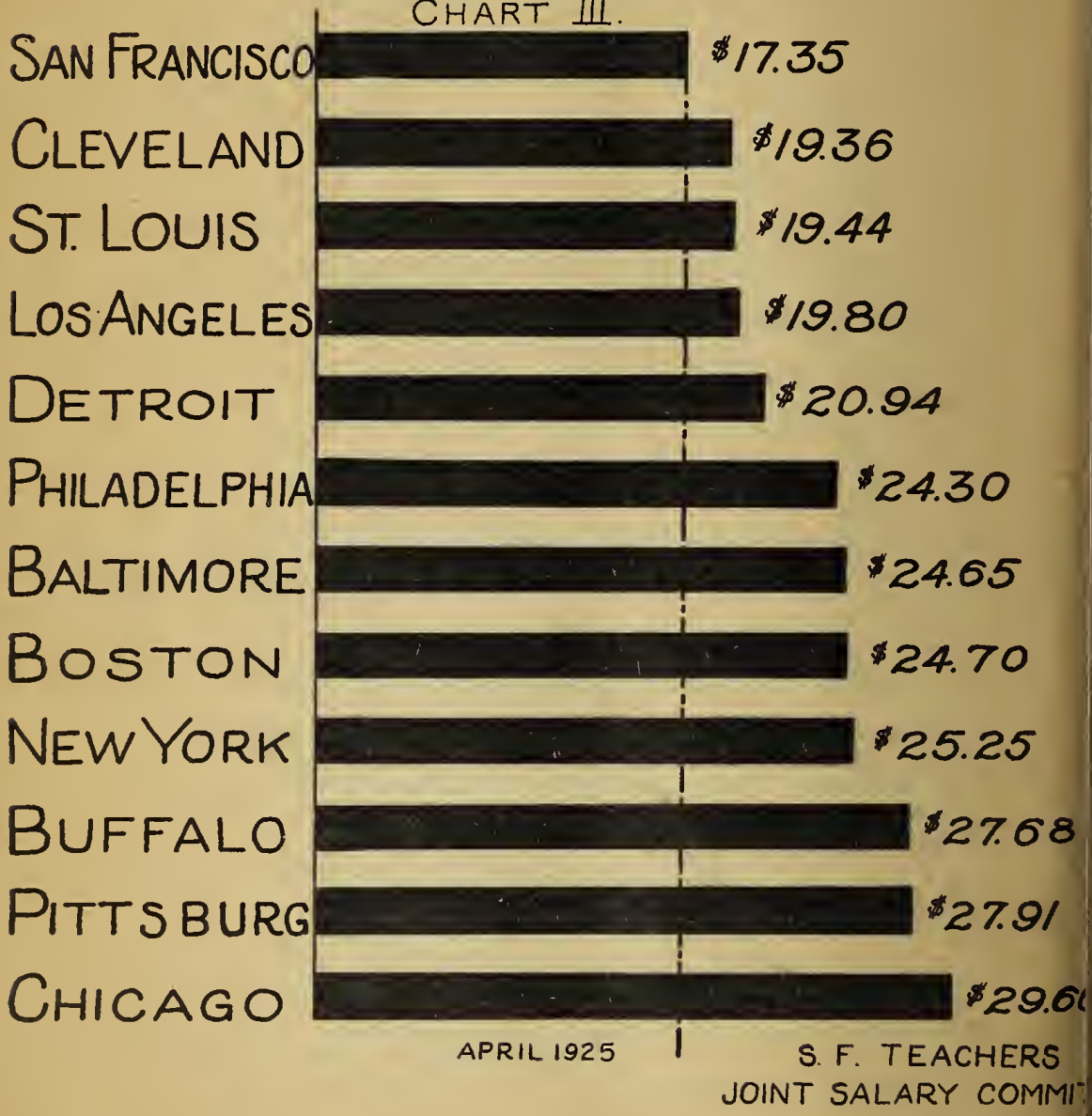
Boston's proposed schedule calls for a maximum for High Schools of $3,708; Chicago, one of $4,700.

# TAX RATES OF LARGE CITIES

## BASED ON TRUE VALUE PER $1000.

BUREAU OF GOVERNMENTAL RESEARCH

CHART III.

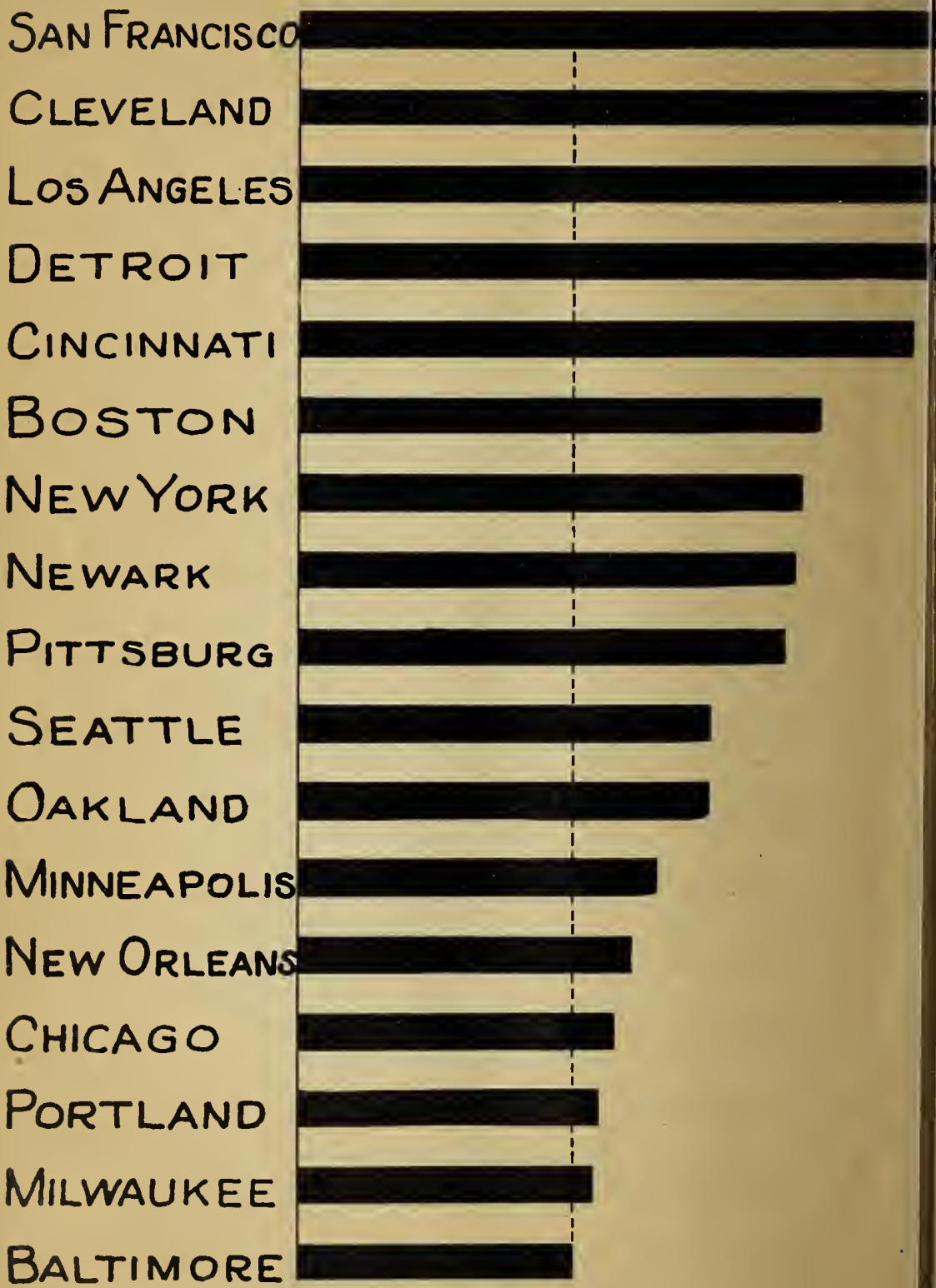


San Francisco's assessment rate is fifty cents on the dollar. So our tax rate of $34.70, if based on true valuation would be $17.35, as shown on the chart.

Taxes in San Francisco are less than in any other city of its class.

Better schools will make a higher value to your property than a lower tax rate with poorer schools.

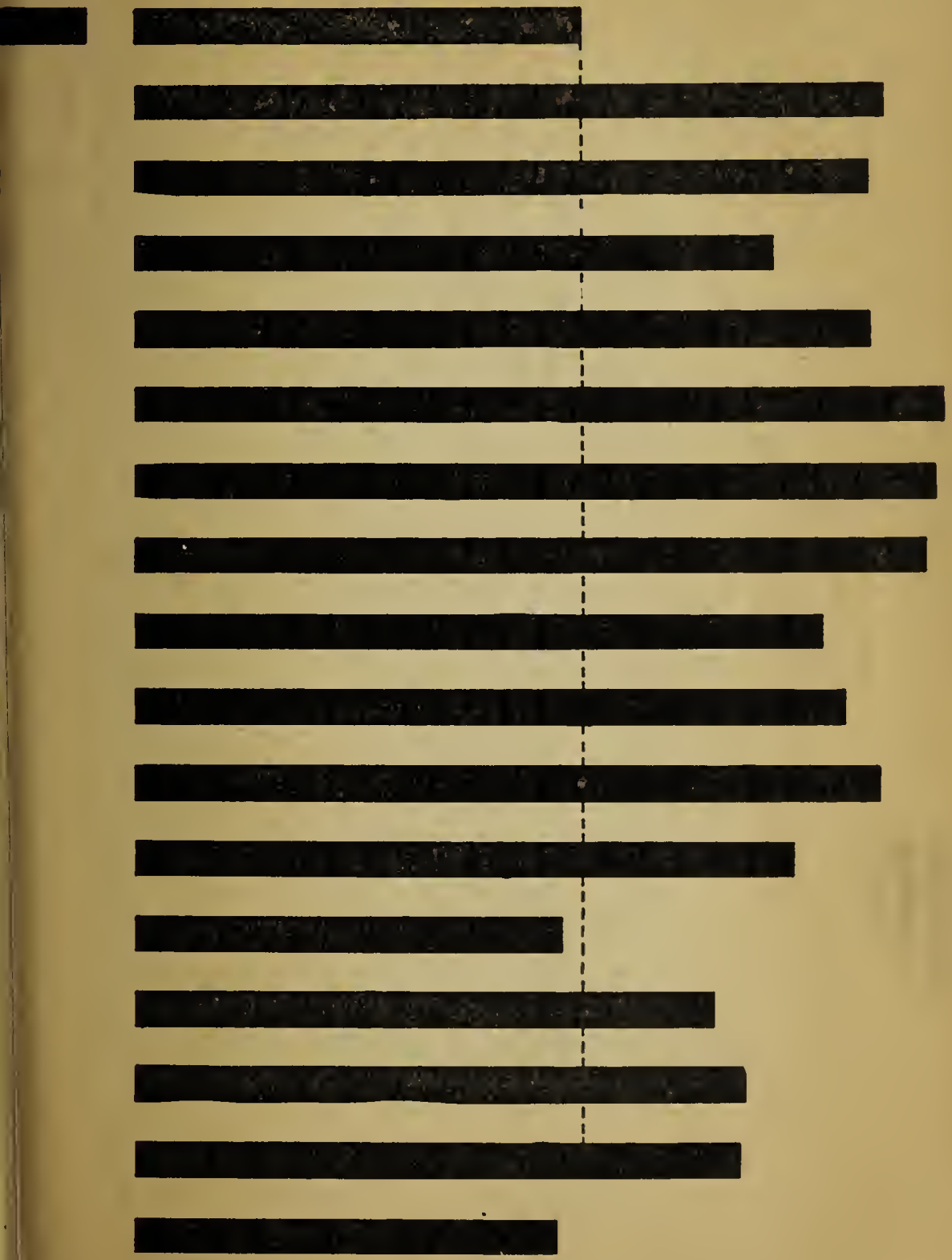
# CAN SAN FRANCISCO PAY AS WELL AS PER CAPITA WEALTH.




CALIFORNIANS INC.----1923.

# LARGE CITIES FOR TEACHERS' SALARIES?

## IV. PER CAPITA EXPENDED FOR EDUCATION.



BUREAU OF GOVERNMENTAL RESEARCH.

## Other Cities of the Same Class (over 500,000 in Pop.) Compared with the

## Chart VI.

The averages for this chart, when not given directly in the National Education Bulletin, were derived by taking the median shown in the Bulletin for the highest 25 per cent of the cities over 100,000 in population, since approximately 25 per cent of these cities have a population of more than 500,000. This chart is therefore not to be considered minutely accurate. The facts, however, are dependable and are fairly approximate.

Better salaries mean better schools. Compare what San Francisco pays in all branches of the school department with the averages of cities of her class.

The average salary for High School principals is one and three-fifths times as much as that of San Francisco High School principals.

## SUMMARY

Chart IV shows that the per capita wealth of San Francisco is greater than that of sixteen of the largest cities of the United States.

San Francisco pays less per capita for education than any of the above list excepting New Orleans and Baltimore. But New Orleans and Baltimore have approximately but one-third the per capita wealth of San Francisco, and New Orleans pays $1,050 more per year for High School teachers than does San Francisco.

San Francisco can certainly afford to pay salaries equal to those of any other large city in the United States.

By looking at Chart V it will be seen that San Francisco devotes a smaller percentage of its total tax to education than any other county in the State, with the exception of Plumas and Alpine, while in twenty counties in California the percentage devoted to education more than doubles the percentage devoted to that purpose in San Francisco.

## WHAT ARE YOU GOING TO DO ABOUT IT?

If you are a teacher, are you doing your share? Are you helping to educate the public?

If you are a taxpayer, are you willing to let San Francisco lag so far behind her sister cities. Better salaries mean better educational advantages for the children of this city.

This pamphlet is the result of a Joint Teachers' Committee composed of representatives of the following teacher organizations:

### San Francisco Teachers' Association

MR. T. H. RHODES

MRS. M. FITZGERALD MR. H. E. HARRIS

### San Francisco Grade Teachers' Association

MISS E. COTREL, Chairman Salary Committee

MRS. V. KELLY MISS V. FRANKLIN

### San Francisco High School Teachers' Association

MR. A. D. KING, President

MR. C. G. COLMORE MR. G. C. LORBEER

### San Francisco Teachers' Federation

MR. C. C. WALKER, Chairman Salary Committee

MR. J. J. McTIERNAN MR. E. H. LUDLAM

### San Francisco Principals' Association

MRS. K. E. BROGAN, President

MRS. M. STUART MR. W. C. NOLAN

### San Francisco Night School Teachers' Association

MR. H. HALL

MR. A. HEALY MR. G. FINNEGAN

### Directors and Supervisors' Association

MISS M. MOONEY

### Joint Salary Committee

MR. P. J. MOHR, President MR. F. E. BARR, Vice-President

MR. A. L. McCARTY, Secretary-Treasurer



PRODUCT OF DETTNER'S PTG. HOUSE, INC., 523-527 PINE STREET

# REPORT

OF THE

# Teachers' Association of San Francisco

ON

## State Legislation

A. ALTMANN, President
FRANCES A. C. MOONEY, Secretary

The Teachers Association of San Francisco is particularly concerned with the starred (*) Bills and Amendments.

## CONCERNING FINANCIAL MEASURES

The Teachers' Association of San Francisco ENDORSES THE MORE SATISFACTORY TAXATION MEASURES (hereinafter enumerated), providing for the bearing of a greater part of the financial burden by the State and by the County, since:

(1) These measures will enable the youth of even the poorest districts to enjoy the advantages of a satisfactory education and to be trained in the principles and fundamental ideas of our democracy.

(2) These measures will make possible an increase in the salaries of the teachers, thereby enabling capable teachers to remain with the profession and to put their best efforts into their work.

---

## SENATE BILLS 402 * and 404 *

Introduced by MR. SHARKEY

WE ENDORSE Sections 3 and 4 of Senate Bill 402 providing for $900 instead of $550 from the State and County funds for each district, on the teacher basis.

We urge that sections 5, 6, 7 and 8 of Senate bill 404 be united with Sections 1, 2, 3 and 4 of Senate Bill 402, since said Sections of Senate Bill 404 provide for the "Standard enrollment" system of figuring attendance. In Section 1—"Standard enrollment" should be substituted for "Average daily attendance."

We further urge that in section 7 of Senate Bill 404, (concerning the counting of attendance in evening schools), the age limit be raised from 21 years to 25 years; or that the age limit be eliminated altogether.

---

## ASSEMBLY BILLS 245 and 827; SENATE BILL 402

Introduced by MRS. SAYLOR
Introduced by MR. PRENDERGAST
Introduced by MR. SHARKEY

If the method for calculating average daily attendance, as provided for in Assembly Bill 245, A. B. 827 or S. B. 402, be adopted, we ask that the following proviso be inserted in regard to the evening schools, both elementary and secondary: "There shall be added to the quotient, resulting from this method of figuring average daily attendance, an additional attendance of not exceeding one-fourth of the quotient resulting from such calculation."

We urge the introduction of the above proviso in order that the evening schools may have a larger share of the state money. Because of the unavoidable irregularity in attendance of many of the evening school pupils, said evening schools do not receive an adequate share from the state funds.

ASSEMBLY BILL 242

Introduced by MRS. SAYLOR

WE ENDORSE Assembly Bill 242 providing for $17½, on the pupil basis, from state funds. This seems to us a fair compromise between the present inadequate provision and the various remedial bills proposed. No reduction should be made in this sum. If there is a scarcity of funds, economy should be practised by eliminating the bills providing for the creating of new administrative positions.

---

**The following legislative measures are vitally important and should have been starred:**

**Assembly Bill 242, Page 3.**

**Senate Amendment 20, Page 5.**

**Senate Amendment 21, Page 5.**

Introduced by MR. SHARKEY

WE ENDORSE S. B. 265 providing that surplus money from any fund raised by taxation shall, at the end of the year, be placed in the salary fund.

We endorse the above bill as opposed to A. B. 654 which provides that said surplus shall be placed in the current expense fund.

---

SENATE BILL 266

Introduced by MR. SHARKEY

WE ENDORSE S. B. 266 which allows an additional ten cent tax in school districts in order to provide for the employment of principals and local supervisors.

We believe that the supervision of the various courses in the urriculum should be a local matter rather than a State matter. Therefore, provision should be made to enable the various communities of the state to handle the matter locally.

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---

SENATE BILL 403 *
ASSEMBLY BILL 243 *

Introduced by MR. SHARKEY
Introduced by MRS. SAYLOR

WE ENDORSE the provision in these bills for **$600 for each district from the County funds,** on the teacher basis. We also will endorse whatever compromise may be agreed upon in determining the sum to be allowed on the basis of attendance. (S. B. 403 provides for $25 on the pupil basis and A. B. 243 provides for $20 on the pupil basis.)

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(ASSEMBLY BILL 681)

Introduced by MR. PRICE

WE ENDORSE A. B. 681 providing for the computing of "attendance" for the year 1919.

---

SENATE BILL 265

Introduced by MR. SHARKEY

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## CONCERNING COMPULSORY EDUCATION

### SENATE BILLS 311 and 312
### ASSEMBLY BILLS 516 and 517

Introduced by MR. JONES
Introduced by MRS. HUGHES

The Teachers' Association of San Francisco does hereby ENDORSE the above bills and urge that such measures be adopted when adequate funds are available from the state.

The aim of the measures for compulsory education is to provide that all the youth of our State shall be so educated that they may take their part successfully as interested and intelligent citizens of their communities and of the State. This is the only way in which Democracy can actually be made "Safe for Democracy." It is the hope of the San Francisco Teachers that DEMOCRACY IN THE TRUE SENSE OF THE WORD will be advanced in California through this movement.

## CONCERNING ADMINISTRATIVE MEASURES (COUNTY ADMINISTRATION)

Introduced by MR. JONES

SENATE AMENDMENT 20 (to the California Constitution)
SENATE AMENDMENT 21 (to the California Constitution)

The Teachers' Association of San Francisco OPPOSES the above amendments and URGES THEIR DEFEAT in the legislature since:

(1) Their adoption will establish an AUTOCRATIC SYSTEM OF SCHOOL ADMINISTRATION IN CALIFORNIA and will exterminate that truly democratic spirit which alone makes it possible for the teachers to develop in their pupils a truly democratic consciousness.

(2) The result, in fact, THE PURPOSE of the proposed system is to take the school questions out of the hands of the people and to deprive the people of any share in the actual control of their public schools. A leading proponent of the system provided for in these amendments, sums up the proposed plan by saying, "The County Boards will serve as a BUFFER BETWEEN THE PEOPLE AND THE SUPERINTENDENT." This is to be accomplished, he states, by providing for "unpaid non-professional Boards, which shall not hamper the Superintendent."

(3) All of the measures whose aim is to develop a truer democracy in our state, such as those providing for Compulsory Education and better financial conditions, will be nullified by the adoption of measures which will establish an autocratic system of school administration.

In support of the above contention, we submit the following data, gathered from communities which have adopted THE PROPOSED SYSTEM, with "appointed Superintendent" not responsible to the people, and unpaid Board:

(1) The following resolutions were adopted by the American Federation of Teachers, in Convention Assembled, at Pittsburgh, Pa., July 1918:

"The Federation believes that there can be no world democracy in government, or in industry, unless there be democracy in education. Therefore, this organization directs the attention of the public to the following situation in our elementary and secondary schools and our colleges and universities:

(1) The peculiarly subtle state of mental slavery which is produced by constant subjugation to rules, imposed curricula, and dictated policies in which the individual has no voice and no opportunity for personal initiative.

(2) The autocratic administration of the schools and the colleges.

(3) The inability on the part of teachers so restricted mentally to do effective work, and to develop in their pupils a true democratic consciousness.

(4) The general discouragement on the part of teachers who are liable to feel the futility of combatting conditions existing under the present form of school organization and management.

(5) The totally inadequate salaries for teaching.

(6) The unparalled exodus of teachers from the profession due to the above conditions."

2. The New York situation is brought out in the following lines, taken from an article by S. Daniel House, published in the "New Republic":

"The cases which I shall report reveal the existence in our school system of a spirit and a practice the very antithesis of the democratic modus operandi. The situation was graphically alluded to last spring as an intellectual reign of terror. Its victims (the teachers) understand the truthfulness of the characterization.

"It is not a calamity-howler who calls to the liberal citizenry to awake to the insidous peril of a soul-quenching bureaucracy continuing to lord it over the weapon-less teacher-body. The school situation is in a very bad way indeed. There is a menacing cynicism among the pedagogues that presages small hope for the achievement of those democratic values indispensable to the creation of the New Age. How to secure for the average teacher all necessary guarantees of fair pay, fair play, and trial by a jury of his peers—that is the question of immediate importance."

3. The doctrines of two superintendents, representative of the proposed autocratic system, are in keeping with the spirit of the school system referred to above. We quote from them.

> One states: "Each citizen in a democracy is in most relations a follower. It must be realized that the qualities essential to efficient following are confidence in the expert leader and ability TO TAKE AND OBEY HIS ORDERS FAITHFULLY AND UNQUESTIONINGLY. A good follower must be able to execute WHAT HE IS TOLD TO DO.
>
> The other says: "To be an intelligent follower one must fight away from individualism."

Such a conception of the characteristics necessary for an efficient follower has no place in a scheme for democratic education, for "unquestioningly" means "unreasoningly." Such principles instilled in the mind throughout the impressionable period of youth will blunt the conscience and destroy the sense of individual responsibility. Such a doctrine imposed upon the teaching body will destroy all the benefit that is to be derived from the personality and individuality of the teacher, two most vital factors in successful teaching.

As yet California has resisted the movement to establish this Prussianized system which substitutes the collective soul as a part of the machinery of the state, for the individual soul and the individual conscience. The Teachers' Association of San Francisco hopes that California will never yield to that system and therefore urges the defeat of the proposed amendments.

## RELATING TO DISTRICT BOUNDARIES

In regard to the matter of the extent and boundaries of the school districts of each county, the present law provides (in section 1577—Part II of the Political Code) that the people may determine locally the question of the district boundaries. We believe that this matter should be handled locally within the counties and that it should not be embodied in an article of the State constitution.

(STATE ADMINISTRATION)

SENATE AMENDMENT 14*

ASSEMBLY AMENDMENTS 25* and 27*

Introduced by MR. JONES

Introduced by MR. BROOKS

The Teachers' Association of San Francisco OPPOSES the above amendments and URGES THEIR DEFEAT in the legislature since:

(1) Their adoption will establish an AUTOCRATIC SYSTEM OF SCHOOL ADMINISTRATION IN CALIFORNIA and will exterminate the truly democratic spirit in our schools.

This action is a step towards a centralized power which by imposing its will (its political and economic theories) upon the educational system and by demanding "unquestioning obedience" from the educational officers will inevitably subvert the interests of the People.

The situation is effectively summed up by a representative school man of California, as follows:

"We are not so much concerned about "efficiency" (the term that has almost become profane through German autocracy), as we are that the people as a whole shall exercise their right of choice in the selection of their servants.

It isn't "Expert elbow-room" for ONE will that is needed, but a co-operative will of all the parts of the whole. Certainly this great crisis we are going through is conclusive evidence that the world is through with autocratic government, then why do our school people try to perpetuate autocracy in the management of school affairs. It leads to the intimidation of teachers; it breeds contempt for administrative officials; it results in crises and upheavals in school systems. We must change our point of view and look toward the schoolroom for inspiration and guidance in educational affairs.

"The report as a whole seems to us to work away from a greater democracy in school affairs instead of toward it. The tendency is to CENTRALIZE and SECRETIZE the management of school affairs. Neither of these is what we need. The only cure for the ills of democracy is more of it."

(2) The system is objectionable, since it would thrust our school affairs into a complicated political situation. It makes the office

of state Superintendent an appointive position in the hands of an appointed Board. The State Superintendent will no longer be the servant of the people but becomes the servant of the State Board of Education since "he shall be appointed by the State Board of Education and shall HOLD OFFICE AT THE PLEASURE OF THE STATE BOARD OF EDUCATION." (We quote this passage from the Amendment). Further, the State Board of Education is appointed by a strictly political instead of an educational official.

Thus the proposed amendments will remove one of the most important offices from popular politics and throw it into party politics. They will remove one of the most important offices from the people's choice and add it to the spoils of gubernatorial office.

These amendments are reactionary, for whereas the tendency of advanced thought is to return the power to the people, the effect of these amendments is to take it from them.

## CONCERNING THE EMPLOYMENT AND TENURE OF TEACHERS

### ASSEMBLY BILL 497 *

Introduced by MR. MATHER

The Teachers' Association of San Francisco OPPOSES the passage of the above bill, for the following reasons:

That in Part 2 the following provision has been inserted—"Any teacher may be dismissed at any time by such City Board of Education, upon recommendation of the City Superintendent affirming immorality, incompetency or conduct which is unprofessional or otherwise prejudicial to the welfare of the school system."

The basis for dismissal as stated in this provision is capable of unfair and biased interpretation. No person should be dismissed simply upon the AFFIRMATION of an accuser. No opportunity is given the accused teacher for a hearing. Thus he is denied the fair play which is the inalienable right of every American.

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### ASSEMBLY BILL 689 *

Introduced by MR. MATHER

WE ENDORSE the above bill if the following proviso be added:

"Provided that nothing in this amendment shall be so construed as to deprive any person of his ordinary remedy in a court of competent jurisdiction."

The above bill provides for life tenure, in districts governed by City Boards of Education, and carries a provision for dismissal, which is satisfactory except for the one point. Every American citizen should be entitled to an appeal to a court of competent jurisdiction.

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### ASSEMBLY BILL 613 *

Introduced by MR. MATHER

If A. B. 613 be favorably considered, we recommend that the following proviso be added: "Provided that nothing in this amendment shall be so construed as to deprive any person of his ordinary remedy in a court of competent jurisdiction.

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### ASSEMBLY BILL 855 *

Introduced by MR. BAKER

We OPPOSE A. B. 855 on the ground that any appeal from the Boards of Education, on questions of dismissal, should be made to established courts of competent jurisdiction. This bill unwarrantably complicates the machinery of justice.

## CONCERNING STATE SUPERVISORS

SENATE BILLS 520, * 313 * and 166; *

ASSEMBLY BILLS 467,' * 822, * 823 * and 891 *

The Teachers' Association of San Francisco OPPOSES the above bills, on the following grounds:

(1) That they provide for the creation of State Supervisors to perform duties that could not be adequately performed by state supervisors, and that can be performed, if desired, by already established and competent boards.

(2) that they are NOT ECONOMICAL, since they provide:

(a) for unnecessary expense at this time when the people are already so heavily taxed, and

(b) for an expenditure that will not yield a satisfactory return.

We OPPOSE S. B. 520 and 313 and A. B. 467, 822 and 823 without prejudice against the SUBJECTS OF STUDY involved.

## CONCERNING THE CERTIFICATION OF TEACHERS

### SENATE BILL 320

Introduced by MR. CARR

The Teachers' Association of San Francisco ENDORSES S. B. 320, but recommends that Section 5 of said bill 320 be amended to include the provision of two years of training in the Norman School.

This bill safeguards the standards of certification of elementary school teachers except in Section 5, dealing with certification of teachers of the first grade. We believe that instead of lowering the standard for this class, as Section 5 does, it should be raised, as recommended above.

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### SENATE CONSTITUTIONAL AMENDMENT 20 *

Introduced by MR. JONES

We OPPOSE Senate Constitutional Amendment 20 because it does away with the provision that County Superintendents and County Boards of Education shall have control of the examination of teachers, and the granting of certificates; and in place thereof, provides that the question of certification shall be left to the legislature, and makes no definite provision as to methods of procedure. Thus it does away with what is established and provides no definite substitute. The County Boards NOW act under State law in granting certificates. We believe that the present law provides for sufficient supervision by the State in the matter of certification of teachers.

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### ASSEMBLY BILL 863

Introduced by MR. KASCH

We OPPOSE A. B. 863 because it repeals all provisions whereby teachers' certificates may be granted by examination within the counties, and so precludes the possibility of any self-educated person ever becoming a teacher, if by lack of early opportunity or through financial inability he was prevented from obtaining his training through the prescribed channels.

## ASSEMBLY BILL 862

Introduced by MR. MANNING

Concerning A. B. 862 we make the following recommendations:

(1) To avoid ambiguity, in line 15, Section FIRST, amending Section 1519a of the Political Code, that the word "or" be substituted for the word "also."

The bill as worded might be interpreted as adding to the requirements for high school certification. We strongly oppose such a provision. With the change of wording, the bill will provide an alternative for the present requirement.

(2) If the above change in wording be made, we recommend that there should be added to Section FIRST the words: "and the equivalent of two years of university work, such as is prescribed for a Junior Certificate." This provision will insure fitness of teachers who are to prepare pupils for the university.

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## CERTIFICATION OF ATTENDANCE OFFICERS

## ASSEMBLY BILL 867

Introduced by MRS. DORRIS

The Teachers' Association of San Francisco ENDORSES the above bill and particularly Section THIRD (a), referring to certification of attendance officers.

If the State Board of Education prescribes the qualifications for such city or county attendance officers, (as is provided for in this bill), there will be no need for the creation of State attendance officers.

Such a provision will operate in the interest of saving State funds.

## CONCERNING RETIREMENT SALARIES

S. B. 455 — Introduced by MR. RIGDON
A. B. 232 — Introduced by MR. MILLER
S. B. 483 — Introduced by MR. JONES
A. B. 588 — Introduced by MR. PRICE

The Teachers' Association of San Francisco ENDORSES unqualifiedly S. B. 455 and A. B. 232, S. B. 483 and A. B. 588. These bills deal respectively with the extension of the pension privileges to certain specified schools; to recognition of military and naval service as a basis for claiming the retirement salary; and to the simplification of clerical work in the annuity accounts.

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## ASSEMBLY BILL 943 *

Introduced by MR. MORRIS

We ENDORSE A. B. 943, except the section that provides that a teacher must reach sixty years of age before taking the benefit of the retirement fund. We OPPOSE this section because the retirement salary is earned by thirty years of service and the payment of three hundred and sixty dollars, and because the age of the retiring teacher is not a factor.

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## ASSEMBLY BILL 591 *

Introduced by MR. PRICE

The Teachers' Association actively OPPOSES A. B. 591 because it prevents an annuitant, retired for disability, from engaging in private teaching. The services of a skilled teacher who may be able to give part time instruction to a few pupils, while physically unable to deal with large classes, should not be so hedged; nor should an annuitant be prohibited from increasing the inadequate means of support provided by the retirement fund.

## MISCELLANEOUS BILLS

### SENATE BILL 525

Introduced by MR. BURNETT

The Teachers' Association of San Francisco OPPOSES S. B. 525 which prevents a teacher of the public schools from teaching in a private school, on the ground that it is an invasion of the teacher's personal rights, inasmuch as it attempts to control his hours of leisure, to reduce his productive energy, and would even prohibit his assisting in his Sabbath school.

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### ASSEMBLY BILL 824 *

Introduced by MR. PRENDERGAST

The Teachers' Association of San Francisco OPPOSES A. B. 824, providing that all schools for the deaf shall be under the supervision of the principal of the State School for the Deaf. It is highly desirable that the schools be allowed to handle the matter locally, and to use the methods which they have found to be most successful. For example, the school for the deaf, operated under the management of the San Francisco Board of Education, is meeting with marked success at the present time.

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### ASSEMBLY BILL 930

Introduced by MR. LOCKE

The Teachers' Association of San Francisco OPPOSES A. B. 930 which provides that the State purchasing agent may purchase supplies for the entire state. Such a centralization of power may open the door to abuse and possible corruption.

Furthermore, actual benefit will not be realized if, while attempting to save on the purchase of supplies, we menace local enterprise and industry.

## ASSEMBLY BILL 286

Introduced by MR. KLINE

The Teachers' Association of San Francisco OPPOSES A. B. 286 on the following ground:

By the omission of Saturday from the school holidays, an injustice is done to those whose religious organizations observe Saturday as the Sabbath, and whose religious services are held on the morning of that day.

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## ASSEMBLY BILL 475

The Teachers' Association of San Francisco urges that A. B. 475 BE AMENDED. This bill, which has been referred to the Committee on Government Efficiency and Economy, provides that any person who receives compensation directly or indirectly from the State, shall not receive compensation for more than forty-eight hours per week.

We urge that that (if this bill be passed at all) it be amended as follows: add to Section I—"and provided that nothing in this section shall preclude the employment of any person as teacher, principal, or supervisor in any public evening school for a period not exceeding two hours each evening.

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## ASSEMBLY BILL 854

Introduced by MR. BAKER

The Teachers' Association of San Francisco endorses A. B. 854 which provides that not more than forty pupils be regularly assigned to any classroom to be taught by any one teacher, because experience has proved that larger classes can not be satisfactorily taught by one teacher.

# ANNUAL REPORT

OF THE

# Vocational Guidance Society of California

Formerly Society for the Promotion of Vocational Education and Occupational Guidance

READ AT THE ANNUAL MEETING

SAN FRANCISCO, FEBRUARY 29, 1916

Brunt Pr., 880 Mission

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## VOCATIONAL GUIDANCE SOCIETY OF CALIFORNIA.

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Department of Education, University of California

First Vice-President.....IRVING H. KAHN
Kahn Bros., Dry Goods Merchants, Oakland

Second Vice-President.....JAMES W. MULLEN
Editor "Labor Clarion," San Francisco

Secretary-Treasurer.....MRS. ELSIE J. GROVER
Director of Vocational Guidance, Polytechnic High School, San Francisco

Executive Secretary.....CHARLES L. JACOBS
Director of Vocational Education and Guidance, San Jose High School, San Jose

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Laundry Workers' Union, San Francisco

# ANNUAL REPORT OF THE SOCIETY FOR THE PROMOTION OF VOCATIONAL EDUCATION AND OCCUPATIONAL GUIDANCE.

(The Vocational Guidance Society of California.)

A year ago a group of men and women, who were interested in vocational education and guidance, met in Judge Graham's Courtroom in the City Hall, San Francisco. Mr. Clarkson Dye of the San Francisco Chamber of Commerce was responsible more than any other one person for bringing about this meeting. He had met with other men and women of the Bay Cities who felt that the time was ripe for giving expression to the widespread interest in vocational education and guidance and attempting to provide some intelligent direction to their development in California. This unofficial group, realizing that some form of vocational training would soon be introduced into the California schools, reasoned that there were three classes of people especially interested that it should not be the wrong kind of industrial or vocational training. These were the employers for whom workers were to be trained, the workers themselves and the school people who were to undertake their training. Accordingly, we sought to bring together these three classes of people in an organization where study and frank discussion might discover the truth about the different methods of preparing the rising generation for its work in the world.

The first year of the life of such an organization would inevitably be devoted to more or less blind groping for the best means of carrying on this work. Two meetings were devoted to the business of organization, the temporary chair-

man and secretary being retained in office until this was accomplished by vote of those attending the first meeting. At the second meeting a constitution was adopted. It stated the objects of the Society for the Promotion of Vocational Education and Occupational Guidance to be "to bring to public attention the aims and needs of Vocational Education; to provide opportunities for the study and discussion of the various phases of the problem; to make available the results of experience in the field of vocational education both in this country and abroad; to initiate and encourage efforts having for their purpose the leading of individuals into suitable occupations; to encourage surveys of occupations, and the establishment of a clearing-house for information on Occupational Guidance in the shape of booklets, reports, lectures, courses of instruction, etc."

At the first meeting of the Board of Directors when the question was raised as to what part of this program the society should attack first, the impression seemed general that before any sort of vocational guidance would be safe or possible, we must have a survey of the occupations of the state. Mr. Mullen thought this survey might require more than a year's time, as there would be danger with superficial information of advising large numbers of young people to seek the most attractive and lucrative occupations, thereby flooding these callings, and injuring them. The Secretary reported that there was a bill pending before the Legislature which would provide state aid to vocational schools, and departments of schools, on condition that the community receiving such aid should make a survey of the occupations of its district, and establish vocational training that would fit its young people to enter those callings.

It did not seem wise for the new society to endorse this bill, but individual members of the Board of Directors communicated with the Commissioner of Vocational Education, and arranged for conferences with groups of business men,

and with the Labor Council. As a result this bill was endorsed by the Employers' Association, and with a few minor changes, by the Labor Council. It was passed by both the Senate and the Assembly, and would have received the Governor's signature had it not been that money was not available to provide the appropriation of $100,000 which the bill carried. A comprehensive survey of the whole state, undertaken under the guidance of the State Board of Education, would have provided just the information we need to make our work effective. Individual members of the Board of Directors made representations to the Governor, and endeavored to impress upon him the wide-spread demand for vocational training in the schools, and the need of the information about the dominant occupations of each section which a general survey would provide. It was not until the sixty days after the adjournment of the Legislature in which the Governor may approve or reject a bill were passed, that we gave up hope.

Failing a general survey of the state, one of the Directors suggested that Professor Meyer Bloomfield would be available during the summer session of the University of California, and might be induced to make a survey of the occupations of the Bay region, using his students in the advanced course in vocational guidance which he was to give at the University. The Secretary communicated with Mr. Bloomfield and arranged for a conference with him, but the time was too short to secure more than general advice about the work of the society. Much help was obtained from the meeting of the National Vocational Guidance Association, held in Oakland during August, in connection with the meeting of the National Education Association. The Secretary obtained advance copies of the program, and mailed them to every member of the society, and many attended the sessions, which were full of interest and inspiration. The directors were invited to meet Mr. Filene of Boston, and the officers of the National Vocational Guidance Association at luncheon, and this gave an opportunity for frank discussion and much helpful advice.

As a result the directors were asked to prepare their recommendations for the practical work of the society. At a later meeting the suggestion of Mr. J. D. Roantree was adopted.

Mr. Roantree's recommendation was that the first work of this society shall be the education of the public. To this end open meetings shall be held, first on one side of the Bay and then on the other, for the discussion of certain typical occupations. If possible moving pictures shall be used, and visits to shops made to see the actual processes of the different industries, and public lectures shall be given, and reported in the public press. A survey of occupations of the state would be essential and should be planned in co-operation with whatever agencies are now at work. It is clear that some money would be required to carry out such an ambitious program as this, also the full time of a secretary who could make use of information gathered by other organizations such as the Chambers of Commerce, the Society for the Study of Employment Problems, the California Development Board, the various state commissions, the U. S. Census, the Labor Council, and special committees of different unions, the Commonwealth Club, etc.

A beginning was made by planning a series of meetings on typical occupations. The first, held in the new Technical High School, Oakland, was on the printing trade, and we were so fortunate as to have in our membership two men who knew this trade thoroughly, one from the employer's standpoint and the other from experience all the way up from the nondescript tasks of the office boy to those of the expert compositor and editor. Mr. Roantree and Mr. Mullen agreed that the printing trade could not be taught in schools. They described the agreement entered into for the indenturing of apprentices between the Typographical Union and the Frankling Printing Trades Association of San Francisco, a union of twenty-five of the leading printing shops in San Francisco. Had the bill giving state aid to vocational training become a law, it was the intention to bring the apprentices together

for technical training, while they were working in the shops. Mr. Mullen thought the apprentices should be permitted to take the course outlined by the International Typographical Union during the last year of apprenticeship. A committee of this union had traveled all over the United States, visiting schools where the printing trade is taught; the report of this committee when available would show what can be done to combat the tendency to specialization which now prevents a boy or girl from learning the whole trade. The discussion following this meeting developed so much interest that it was voted to continue it at some future date.

The second meeting, on Office Occupations for Men and Women, was held at the High School of Commerce in San Francisco. The speakers were Mr. Charles H. Victor, manager of the Yawman and Erbe Manufacturing Company, and Miss Caroline M. McCullogh of the Wells Fargo Nevada National Bank. These two speakers agreed that bookkeeping or stenography may be made stepping stones to positions of responsibility in the business world, provided the clerk has general intelligence enough to try to find out what lies behind the figures he handles or the letters he writes. The price clerk and the order clerk may acquire knowledge of the channels through which merchandise comes, study tendencies and gain information which will make him too valuable to be restricted to mere routine work. Accounting may be uninteresting, but the statistics of a large business contain plenty of food for study. A stenographer is frequently close to the executive officers of a large firm, and has countless opportunities to prepare himself for larger usefulness.

Miss McCullogh said that the routine tasks of an office seldom produce the woman who is competent to take charge of a force of stenographers, gauge the capacity of each girl, and assign the volume of work that can be properly done; it takes the exceptional woman to learn to take dictation in several different languages, to learn about foreign exchange,

and how to code telegrams and write cables with accuracy and speed. She thought the schools and universities ought to give the candidates an education which would enable pupils to write a letter with point, to be accurate and quick, and to know how to add to the pupil's own value by using intelligence on his or her daily tasks.

Mr. Charles Whitcomb of Massachusetts said in the course of the discussion which followed, that there are 1,300,000 students in the secondary schools of the United States, and over twenty-five per cent of them are in commercial courses. Does the demand warrant such a proportion, would be a fruitful subject for future investigation by the society.

The third of the series of meetings on typical occupations was held in California Hall, on the campus of the University of California. The subject was electrical work. In order to cover this wide field four speakers were invited. They were Dr. Thomas Addison, manager of the General Electric Company; Mr. John A. Britton, general manager of the Pacific Gas and Electric Company; Mr. F. W. Alder, teacher of Electrical Construction in the Vocational High School, Oakland, and Mr. E. Rush, Past President of the International Brotherhood of Electrical Workers. Dr. Addison gave the usual advice about the importance of good general training, saying the rule had once been seventy-five per cent technical training and twenty-five per cent general training, but now it was fifty per cent of each. Yet he urged young men to decide early upon a vocation, and let the life career motive give purpose to their studies. This meeting was well attended by young men from the technical high schools, and from college, accomplishing one of the objects which the directors consider of the greatest importance, the securing of direct information from the men of highest standing for the benefit of the coming generation of workers.

Mr. John A. Britton was prevented by illness from being present, but he sent in his place Mr. A. U. Brandt, Engineer

of Electrical Distribution for Alameda County of the Pacific Gas and Electric Company. He spoke of the change in requirements for workers in public service companies due to the supervision of the state. As a result of the requirements of the Railroad Commission linemen must report how many hours were spent in setting poles, how many in putting up cross arms, how many in hanging lamps for the municipality and how many in working for commercial parties. This necessitates selecting men who can make out a report as well as do the work. Methods of accounting have grown much more complicated, and the office force has increased 500 per cent. He said the "safety first" movement and the Workmen's Compensation Law had made employers look carefully for men who are efficient and generally intelligent. He believed the schools could help very much in producing the kind of men needed for all lines of electrical work. Mr. F. W. Alder then spoke about the beginning that has been made in the Vocational High School in Oakland in preparing boys for electrical work.

Mr. Rush not being present, the chairman called upon Mr. Harman D. Jones, representing the Western Telegraph Company. He spoke of the telegraph as the pioneer in electrical work, and said that industry had furnished presidents for railroads and superintendents for many companies that now control the electric light, the moving picture, the trolley car, and the automobile. He gave most interesting particulars about the organization of a telegraph company along the four column system,

Commercial
Traffic
Plant
Accounting

and enumerated the positions from office boy to chief or superintendent in these different divisions. He said it was estimated that 300,000 persons were employed by the different

telegraph companies, and then he showed how many other industries were dependent upon the telegraph. Brokers, railroads, press associations, the telephone and oil companies must have operators who can give absolutely dependable service, and they are constantly scouting the ranks of the telegraphers for the best talent. Mr. Jones made the usual remark that telegraphy could be taught in schools, but he believed the best operators were made by putting them to work and allowing an hour a day at school on company time.

The last meeting of the society was devoted to the subject of Vocational Guidance. Two members of the teaching profession who have been in a position to study the possibilities of educational and vocational guidance were the speakers. They were Mr. Charles L. Jacobs, supervisor of the Manual Arts Department, and Director of Vocational Guidance of the San Jose Schools, and Mrs. Elsie J. Grover, Director of Vocational Guidance at the Polytechnic High School, San Francisco. Mr. Jacobs spoke from the social standpoint, regretting the tardy recognition of the great waste of our human resources, especially in methods of recruiting of workers. The loss to employers from the constant change in the personnel of their force, and the possibility of introducing Placement Bureaus, where the needs of different callings could be studied systematically, and the workers classified, and perhaps tested to facilitate better adjustment to their work, were discussed. Many illustrations were given of maladjustment, costly alike to worker and to the employer.

Mrs. Grover spoke from the school side, saying the teacher was compelled to give vocational guidance, and the crying need is definite information, which makes such guidance safe. She too advocated a Placement Bureau, such as is successfully carried on in Seattle, where such information about a large number of callings may be gathered, and passed on to the teachers.

The Directors of this organization have held many meetings during the year, where such plans as the above have been discussed. At the last meeting Mr. Charles L. Jacobs was elected executive secretary, an office which the constitution provides for, leaving it to be filled by the Directors at their discretion. All of the activities which have been advocated are authorized by the constitution, and it is the hope of the Directors that Mr. Jacobs may be able to start a Placement Bureau on a small scale during the coming summer, and test out its possibilities. From twenty-five years' experience in the adjustment of candidates for one profession to their work, I am satisfied that when the business men of San Francisco once grasp the idea of the difference between the selective process and the present hit and miss, hiring and firing process, they will come to the support of this Society, which unites business men, workers and their teachers, for the one purpose of securing better results for all. We have provided for membership of firms and organizations, and are proud of the fact that the San Francisco Typographical Union No. 21 has become a sustaining member, as well as the Franklin Printing Trades Association, Kahn Bros., the Secretary of the Retail Dry Goods' Association, and the Secretary of the Commonwealth Club. With such support, we are ready to go ahead with our program, sure of carrying the public with us.

May L. Cheney,
Secretary-Treasurer.

February 29, 1916.

## THE MEANING OF VOCATIONAL EDUCATION.

**Excerpt of Address by Dr. Wm. T. Bawden, Given at Annual Meeting of the Society on February 29, 1916, at San Francisco, California.**

Of all the people interested in Vocational Education and Guidance, Dr. Bawden, Specialist in Industrial Education of the United States Bureau of Education, at Washington, D. C., is perhaps best fitted to speak with authority on the subject. During his recent visit to the Pacific Coast, Dr. Bawden addressed the Vocational Guidance Society of California at its annual meeting, and in the course of his talk he summed up with great clearness and force the points wherein the problem of Vocational Education and Guidance lies. He said:

*"Our system of education up to the present day has not been democratic. To start boys and girls on the road that leads to the ministry or toward teaching, only to have them stop anywhere along the way with no preparation for their life work seems unfair. For this reason we are developing, besides the professional schools which prepare for the learned professions, commercial schools, preparing for business, agricultural schools which prepare men for life on the farm, and schools of mechanical arts which prepare men for the mechanical pursuits, women for the household arts.*

*"But we must decide at what period this special education shall be introduced. It is of no use to attempt to give a special training until the candidate has at least decided upon the vocation he wishes to follow. If the education of a boy or girl be divided into three periods, we are all agreed upon the first and the last of these. The first must be devoted to general education—to giving the child the tools of communication. The last likewise is unquestioned. It must be devoted to the final or technical training for the chosen life work. But the middle period of the child's education is the debatable land. During this time he must come to a decision as to a life work."*

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"THE OBJECTS OF THE SOCIETY shall be to bring to public attention the aims and needs of Vocational Education; to provide opportunities for the study and discussion of the various phases of the problem; to make available the results of experience in the field of vocational education, both in this country and abroad; to initiate and encourage efforts, having for their purpose the leading of individuals into suitable occupations; to encourage surveys of occupations, and the establishment of a clearing-house for information on occupational guidance in the shape of booklets, reports, lectures, courses of instruction, etc."—(*From Constitution*).

Compliments of Jos. G. Kennedy

# PROCEEDINGS

OF THE

# California Council of Education

1892

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# California Council of Education

HELD IN FRESNO, CAL.

December, 1892

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These Proceedings were adopted by the California Teachers Association and ordered printed as a part of its Proceedings.

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1893

## MEMBERS

OF THE

## CALIFORNIA COUNCIL OF EDUCATION.

---

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W. C. JONES, - - - - - - *University of California*

## ORIGIN OF COUNCIL OF EDUCATION.

At the Riverside meeting of the California Teachers' Association, the Constitution was amended so as to include or provide for an Advisory Body of the Association—called the Council of Education, consisting of fifteen members, and the State Superintendent of Public Instruction as ex-officio Chairman.

"*Its duties shall be to consider and report to the general body the desirability and means of securing reform in educational legislation and practice.*"

The member were appointed by Pres. Seaman. (Full term five years.)

ONE YEAR MEMBERS.

W. M. Friesner, Los Angeles; Mrs. E. B. Purnell, Sacramento; Mrs. Mary W. Kincaid, San Francisco.

TWO YEARS' MEMBERS.

Geo. Kleeberger, San Jose; Earl Barnes, Palo Alto; Miss E. G. Welch, Shasta.

THREE YEARS' MEMBERS.

W. S. Monroe, Pasadena; J. W. Linscott, Santa Cruz; Wm. Carey Jones, Berkeley.

FOUR YEARS' MEMBERS.

J. W. McClymonds, Oakland; Jas. A. Foshay, Monrovia; E. T. Pierce, Chico.

FIVE YEARS' MEMBERS.

C. E. Hutton, Los Angeles; C. H. Keyes, Pasadena; J. G. Kennedy, San Francisco.

Copy from minutes of State Teacher's Association held at Riverside., Dec., 1891.

J. P. GREELY,
Secretary State Association.

# Minutes of Meetings of Council.

OAKLAND, CAL., July 29th, 1892.

The Council of Education was called to convene at Oakland, July 29th, 1892.

On calling the roll, the following members were present: State Superintendent J. W. Anderson, J. G. Kennedy, Geo. Kleeberger, and J. W. McClymonds.

There being no quorum present the Council adjourned to meet in Oakland on Sept. 10, 1892.

J. W. McCLYMONDS,
Secy. Pro Tem.

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OAKLAND, CAL., Sept. 10th, 1892.

The Council of Education of the State of California, convened at Oakland, Sept. 10, 1892.

Present.—Jas. G. Kennedy, Earl Barnes, W. M. Friesner, Geo. Kleeberger, E. T. Pierce, W. S. Monroe, J. W. Linscott, Jas. A. Foshay, and J. W. McClymonds.

Absent.—J. W. Anderson, C. H. Keyes, W. C. Jones, Mrs. Kincaid, Mrs. Purnell, and Miss Welch.

The Council was organized by the election of W. M. Friesner as Vice-President, and J. W. McClymonds as Secretary.

J. G. Kennedy, Earl Barnes, and Jas. A. Foshay were appointed a committee to draft By-Laws and Rules for the government of the Council.

The committee submitted the following, which were unanimously adopted.

## BY-LAWS OF CALIFORNIA COUNCIL OF EDUCATION.

SECTION 1.

This body shall be composed of fifteen members, who, together with the State Superintendent of Public Instruction, shall constitute the Council of Education.

Its duty shall be to consider and report to the general body

the desirability and means of securing reform in educational legislation and practice. The term of office for members of this Council shall be five years, provided, however, the first list of members shall be appointed by the President of the Association immediately upon the adoption of this Section; three to serve for one year, three for two years, three for three years, three for four years, and three for five years, and annually thereafter, three members shall be chosen by members of the Council to serve for the full term of five years. The Council shall also have power to fill all vacancies occurring in its membership.

SECTION 2.

One of the semi-annual meetings shall be held one day before the mid-winter meeting of the State Teachers' Association; the other meeting shall be held on the first Saturday in September in each year.

SECTION 3.

At the winter meeting the Council of Education shall elect Officers consisting of a Vice-President, a Secretary and a Treasurer, who shall hold office during one year. Their duties shall be the same as usually performed by such officers.

SECTION 4.

The Executive Committee of this body shall consist of the President, the Vice-President, and the Secretary.

SECTION 5.

All vacancies shall be filled at the December meeting.

ORDER OF BUSINESS.

1. Roll call.
2. Reading of minutes.
3. Reception of communications.
4. Reports of Special Committees.
5. Reports of Standing Committees.
6. Unfinished business.
7. New business.
8. Adjournment.

The following questions were then submitted for the consideration of the Council:

1. High School Question - - - - LINSCOTT
2. Apparatus and Library Books - - - BARNES
3. Physical Education - - - - - MONROE
4. Incorporation of State Association - - FOSHAY
5. Manual Training - - - - - KLEEBERGER
6. Teachers' Institute - - - - KLEEBERGER
7. Examinations and Promotions - - - MONROE
8. Licensing of Teachers - - - McCLYMONDS
9. Uniform Course of Study - - - - PIERCE
10 Increase of Time in Normal Schools - KENNEDY

The Council decided to take up the following questions for consideration at the December meeting:

1. "Examinations and Promotions."
2. "State Text-Books." [Referred by the California Teacher's Association to the Council for investigation.]
3. "High Schools."

On "Examinations and Promotions" the chair appointed the following committee: Monroe, Pierce, Jones, Mrs. Purnell and McClymonds.

On "State Text-Books," Kennedy, Foshay, Friesner, Mrs. Kincaid and Keyes.

On "High Schools:" Barnes, Kleeberger, Linscott, Miss Welch, and Hutton.

On motion, it was decided that when the Council adjourn it be to meet in Fresno the day before the meeting of the State Association.

The resolution of J. G. Jury relating to State Text-Books, was referred to the Committee on "State Text Books."

The Council then adjourned.

J. W. McCLYMONDS,
Secretary.

HUGHES' HOTEL, FRESNO, CAL., Dec. 27th, 1892.

The Council of Education of the State of California convened at the place above written on Tuesday, Dec. 27, 1892.

Present.—State Superintendent of Schools, J. W. Anderson, W. M. Friesner, Earl Barnes, W. S. Monroe, Jas. A. Foshay, C. E. Hutton, C. H. Keyes, J. G. Kennedy, and J. W. McClymonds.

The minutes of meeting of Sept. 10th, were read and approved.

J. G. Kennedy for the committee submitted a carefully prepared report on the subject of State Text-Books, which was unanimously approved by the Council.

W. S. Monroe, Chairman of the Committee on the subject of Promotions, submitted a carefully prepared report giving statistics gathered from the State of California.

J. W. McClymonds submitted a report of statistics gathered from cities of the United States.

E. T. Pierce submitted a report on the same subject. The above reports on Examinations and Promotions were approved by the Council.

Earl Barnes and C. E. Hutton each submitted valuable reports on the "High School Question." The reports were adopted.

On motion, J. G. Kennedy and J. W. McClymonds were appointed a committee to see that action of the Council be reported to the State Association, and if possible to have the doings of the Council printed in the minutes of the Association.

The Council then proceeded to fill vacancies in its number caused by the expiration of the term of office of W. M. Friesner, Mrs. E. B. Purnell, and Mrs. Mary W. Kincaid.

W. M. Friesner, of Los Angeles, F. A. Molyneaux, of Pomona, Elmer E. Brown, of the State University of California, were elected as members of the Council for a period of five years from date of meeting by unanimous vote of the members present.

The Council proceeded to the election of officers.

W. M. Friesner was elected Vice-President, and J. W. McClymonds Secretary.

On motion it was decided that five members shall constitute a quorum to transact business.

On motion, the Secretary was instructed to file all papers read before this Council, with the Librarian of the State University of California.

The subjects chosen for discussion at the next meeting of the Council were:—

1st. "The Essentials of a School Building."

2d. "Licensing of Teachers."

On the first subject the chair appointed the following committee: J. W. McClymonds, Earl Barnes, Wm. S. Monroe, Jas. A. Foshay, and J. W. Linscott.

On the second subject the chair appointed the following committee: Elmer E. Brown, Geo. Kleeberger, C. E. Hutton, J. G. Kennedy, and C. H. Keyes.

There being no further business the Council adjourned.

J. W. McClymonds,
Secretary.

# STATE TEXT-BOOKS.

By Jas. G. Kennedy.

*To the Members of the California Council of Education:*

Gentlemen:—In presenting this report on State Text-books, your committee desires to state that considerable time has been devoted to collecting statistics for a thorough investigation of this subject.

It is to be hoped that this report will receive your careful consideration, and that out of the discussion of the text-book question there may be developed some plan whereby cheaper and better books may be secured for use in the public schools of the state.

For the purpose of simplifying the subject as much as possible, the discussion of the topics of this report will take the following order:

1. Methods of securing text-books for use in the public schools.
2. The cost of State Text-books.
3. The quality of State Text-books.
4. The method of compiling the State Text-books.
5. Opinions of Superintendents and Teachers regarding State Text-books.
6. Conclusions drawn from facts presented in this report.
7. Recommendations based on conclusion of this report.

## Methods of Securing Text-Books.

The three principal methods in vogue for furnishing text-books to the pupils of the public schools are State or County Adoption, State Publication, and State Contract.

The system of State or County Adoption was formerly in vogue in this state and is still in operation with respect to all text-books not published at the State Printing Office.

The law which governs County Adoption at the present time generally secures good books, but not always cheap books. It is pernicious in the fact that no limit is placed to the price at which books may be adopted by the County Boards of Education.

A new law embodying the best features of the contract system should be adopted by the next Legislature for the purpose of governing the County Boards in the adoption of all books, excepting the State Books, now used in the public schools of this state. Such a law would effect a great saving to the people.

The system of State Publication has been tried by but one state,—California. With its workings you are also well acquainted. A full discussion of its merits will be presented later on in this report.

The State Contract System is in operation in Minnesota, Missouri, Indiana, Ohio, and many other states. It will be impossible within the limits of this report to present complete statistics from all of the states operating under this system. We will, however, be as complete as our space permits. Ohio is probably the best representative of the Contract System. Profiting by the experience of other states, she has succeeded in framing a most excellent text-book law. It provides for a State School-book Board consisting of the Governor, the Secretary of State, and the School Commissioner.

This Board is empowered to adopt text-books for use in the public schools of the state at a price not to exceed 75 per cent of the regular wholesale prices. The distribution is under the control of the local boards of education, 10 per cent of the contract price being allowed for expense.

The result of this law has been very beneficial. Under its provisions school text-books are now furnished at a reduction of more than 40 per cent from the retail prices formerly prevailing in the State of Ohio. (See Exhibit A).

## Cost of State Text-Books.

The system of State Publication in this state has been in operation about seven years, a sufficient length of time for all parties to judge fully of its merits.

In selecting text-books for the schools, two things are to be considered,—price and quality, quality being by far the most important factor.

Are the State Text-books cheap? Are they up to the stand-

ard in quality? These are the questions presented for consideration. They must be answered, and answered fairly. The most satisfactory answer to these questions is to be found in a concise historical review of the State Text-book scheme. We shall accordingly present you with an impartial statement of what, in our judgment, are the salient points of the subject, together with certain suggestions, comparisons, conclusions and recommendations.

The Republican State Convention during its session in 1882, had submitted to it for incorporation in its platform, the following resolution, which was adopted:

"We recommend to the Legislature the establishment of some system by which the State shall print and provide the reading and other text-books used in the public schools, supplying the same to the pupils at actual cost."

The intent of this resolution was so clearly unconstitutional that it did not, at the time, attract very much attention.

In December of 1882, the Convention of County School Superintendents reported most emphatically against the plan.

The *San Francisco Daily Examiner* and the *Chronicle* both opposed State Publication, the *Examiner* as a "costly folly," and the *Chronicle* as "a scheme with a job on its face."

In the face of all opposition, the Legislature of 1882–3, early in its session, basing its action upon estimates presented by the State Printer, passed an act amending the Constitution so as to provide for the publication by the state of a series of public school text-books.

Fearing the effect upon the public schools, if the State Publication scheme became a part of the organic law of this state, the subject was fully discussed at the session of the California Teachers' Association, held in San Francisco, December, 1883.

An exhaustive report prepared by a special committee was submitted and unanimously adopted. The report concluded with the declaration that "the publication of school text-books by this state is inexpedient and impracticable and will, if attempted, result in great pecuniary loss to the state, and inexpensive and unsatisfactory books for our schools."

| EXPENDITURES OF THE STATE PRINTING OFFICE FOR 5 YEARS IMMEDIATELY PRECEDING STATE PUBLICATION. | | | EXPENDITURES OF THE STATE PRINTING OFFICE FOR 5 YEARS IMMEDIATELY FOLLOWING STATE PUBLICATION. | | |
|---|---|---|---|---|---|
| Expend. 32d | Fiscal Yr. | $114,738 32 | Expend. 37th | Fiscal Yr. | $181,982 69 |
| " 33d | " | 55,859 51 | " 38th | " | 168,380 32 |
| " 34th | " | 89,763 20 | " 39th | " | 210,286 49 |
| " 35th | " | 63,767 32 | " 40th | " | 257,750 79 |
| " 36th | " | 77,488 93 | " 41st | " | 245,546 38 |
| Total, . | | $401,617 28 | Total, . | | $1,063,896 67 |

These figures speak for themselves, and strongly support the charge that the publication of State Text-books is largely responsible for the regular biennial deficiency in the State Printing Office. The claim of the friends of State Publication that this deficiency is not due to the cost of the text-book department of the State Printing Office, is hardly supported by the facts.

The cost of state printing during the fiscal year just preceding the inauguration of State Publication, was $77,488.93. The cost of state printing, exclusive of text-books, during the fiscal year of 1891–2, was $147,518.42. This shows that the State Printing Office cost $70,029.49 more in the 43rd fiscal year than it did in the 36th fiscal year. That this increase in the expenditures of the State Printing Office was entirely unnecessary, unless it was due to the publication of State Text-books, may be seen at a glance by comparing the cost of state printing in California with the cost of state printing in other states.

The following tabulated statement shows the population and the comparative cost of state printing in six states of the union for the fiscal year 1891–2:

| NAME OF STATE. | POPULATION. | COST OF PRINTING. |
|---|---|---|
| California, . . . . | 1,208,130 | $147,518 42 |
| Wisconsin, . . . . | 1,686,880 | 24,892 11 |
| Indiana, . . . . | 2,192,404 | 40,000 00 |
| Ohio, . . . . . | 3,072,316 | 55,744 43 |
| Michigan, . . . . | 2,093,891 | 45,881 00 |
| Illinois, . . . . . | 3,826,351 | 38,008 51 |

In the great State of Ohio with three times the population and three times the printing, it costs but a little over one-third as much to conduct the printing department of the state government as it does in the State of California.

If these facts show anything, they show, unless there is gross extravagance in conducting the State Printing Office, that the publication of State Text-books is responsible for the regular biennial deficiency in the State Printing Office.

Let us now compare the cost of the California series of school books with the cost of the series of text-books used in Ohio:

| PRICE OF TEXT BOOKS IN CALIFORNIA—STATE PUBLICATION. | | PRICE OF TEXT-BOOKS IN OHIO—STATE CONTRACT. | |
|---|---|---|---|
| State First Reader, . . | $ 20 | Harpers' First Reader, . | $ 18 |
| " Second Reader, . . | 40 | Harpers' Second Reader, | 27 |
| " Third Reader, . . | 65 | Harpers' Fourth Reader, | 45 |
| " Speller, . . . | 30 | Patterson's Common School Speller . . . | 14 |
| " Number Lessons, . | 25 | White's First Book in Arith. | 23 |
| " Advanced Arithmetic, | 50 | White's Complete Arith. | 49 |
| " Language Lessons, . | 30 | Reed & Kellogg's Graded Lessons in English, . | 27 |
| " English Grammar, . | 50 | Reed & Kellogg's Higher Lessons in English, . | 45 |
| " History of U. S., . . | 80 | Barnes' Brief Hist. of U. S. | 75 |
| " El. Geography, . . | 60 | Harpers' Int. Geography, | 36 |
| " Physiology, . . . | 60 | Steele's Hyg. and Physiology, Abridged, . . | 38 |
| " Civil Government, . | 55 | Peterman's Civil Govrnmnt. | 45 |
| Total, . . . | $ 5 65 | Total, . . . | $ 4 42 |

These figures show that a complete set of California State Books costs $1.23 more than a corresponding set in Ohio. What is true of the prices of text-books in the State of Ohio, is also true of the prices of school books in other states working under the State Contract System. (See Exhibit A.)

The following tables will show the retail price of text-books in Missouri and Indiana, as compared with the prices of the California Series:

TABLE No. 1.

| RETAIL PRICE OF TEXT-BOOKS IN CALIFORNIA—STATE PUBLICATION. | | RETAIL PRICE OF TEXT-BOOKS IN MISSOURI—STATE CONTRACT. | |
|---|---|---|---|
| State First Reader, . . . | $ 20 | Franklin First Reader, . | $ 14 |
| " Second Reader, . . | 40 | Franklin Second Reader, | 20 |
| " Third Reader, . . | 65 | Franklin Fourth Reader, | 40 |
| " Speller, . . . | 30 | Eclectic Speller, . . . | 16 |
| " Number Lessons, . | 25 | Ray's Primary Arithmetic, | 14 |
| " Advanced Arithmetic, | 50 | Ray's Practical Arithmetic, | 44 |
| " Language Lessons, . | 30 | Hyde's Practical Lessons in English, No. 1, . . . | 22 |
| " English Grammar, . | 50 | Hyde's Practical Lessons in English, No. 2, . . . | 39 |
| " History of U. S. . | 80 | Barnes' Brief History U. S., | 88 |
| " El. Geography, . . | 60 | Butler's El. Geography, . | 49 |
| " Physiology, . . | 60 | Brand's Lessons on Human Body . . . . . | 40 |
| Total, . . . | $ 5 10 | Total, . . . | $ 3 86 |

These figures show that the children of California have to pay $1.24 more for a complete series of State Books than the children of Missouri have to pay for the Missouri Series. (See Exhibit B.)

TABLE No. 2.

| RETAIL PRICE OF TEXT-BOOKS IN CALIFORNIA—STATE PUBLICATION. | | RETAIL PRICE OF TEXT-BOOKS IN INDIANA—STATE CONTRACT. | |
|---|---|---|---|
| State First Reader, . . | $ 20 | Standard First Reader, . | $ 10 |
| " Second Reader, . | 40 | Standard Second Reader, | 15 |
| " Third Reader, . . | 65 | Standard Fourth Reader, | 30 |
| " Speller, . . . | 30 | Collett's Speller, . . | 10 |
| " English Grammar, . | 50 | Collett's Comp. Eng. Gram. | 40 |
| " Number Lessons, . | 25 | Ray's Primary Arithmetic, | 15 |
| " Advanced Arithmetic, | 50 | Ray's Practical Arithmetic, | 45 |
| " History of the U. S., | 80 | Montgomery's Hist. of U. S. | 65 |
| " El. Geography, . | 60 | Barnes' El. Geography, . | 30 |
| " Physiology, . . | 60 | Brand's Lessons on Human Body . . . . | 30 |
| Total, . . . | $ 4 80 | Total, . . . | $ 2 90 |

This table shows that California pays $1.90 more for a set of the State Books than Indiana does for a corresponding series of text-books. (See Exhibit of Books.)

In making these comparisons we have compared the First, Second and Third Readers of the State Series with the First,

Second and Fourth Readers of the other series. It would be evidently unjust to compare a series of five finely bound, perfectly graded and well adapted readers with the three books of the State Series. However, that there may be no cause of complaint, we give below a tabulated comparison of the cost of the California and Indiana Readers:

| CALIFORNIA READERS. | | INDIANA READERS. | |
|---|---|---|---|
| State First Reader, . . . | $ 20 | Standard First Reader, . | $ 10 |
| State Second Reader, . . | 40 | Standard Second Reader, | 15 |
| State Third Reader, . . | 65 | Standard Third Reader, . | 25 |
| | | Standard Fourth Reader, | 30 |
| | | Standard Fifth Reader, . | 40 |
| Total, . . . | $ 1 25 | Total, . . . | $ 1 20 |

This shows that California pays more for her three inferior readers than Indiana does for her five books of excellent quality.

Since the inauguration of the State Publication scheme, the children of the State of California have paid $105,200.17 more for the state text-books than the children of Ohio have paid for the same number of corresponding books.

The following table will more clearly illustrate the difference in the cost of text-books in California and in Ohio:

| NAMES OF BOOKS. | No. of books published in California . . | Cost in California . . . . . | Cost in Ohio of same number of corresponding books . . | Loss to California . . . . . |
|---|---|---|---|---|
| State First Reader, . | 249,750 | $ 49,950 00 | $ 44,955 00 | $ 4,995 00 |
| " Second Reader, | 168,540 | 67,416 00 | 45.505 80 | 21,910 20 |
| " Third Reader, . | 100,437 | 65,284 05 | 45,196 65 | 20,087 40 |
| " Speller, . . | 156,715 | 47,014 50 | 21,940 10 | 25,074 40 |
| " Number Lessons | 94,649 | 23,662 25 | 21,769 27 | 1,892 98 |
| " Adv. Arithmetic | 140,975 | 70,487 50 | 69,077 75 | 1,409 75 |
| " Language Less. | 80,676 | 24,202 80 | 21,782 52 | 2,420 28 |
| " English Gram. | 79,444 | 39,722 00 | 35,749 80 | 3,972 20 |
| " History of U. S. | 54,617 | 43,693 60 | 40,962 75 | 2,730 85 |
| " Physiology, . | 15,552 | 9,331 20 | 5,909 76 | 3,421 44 |
| " El. Geography, | 71,243 | 42,745 80 | 25,647 48 | 17,098 32 |
| " Civil Governmt. | 1,249 | 749 40 | 562 05 | 187 35 |
| Totals, . . | 1,212,847 | $ 484,359 10 | $ 379,158 93 | $ 105,200 17 |

These figures show that the State of California, exclusive of plant, bindery, interest, etc., could have gone into the open market and purchased the same number of corresponding books and furnished them to the children of the state for $105,200.17 less than it cost the pupils of the public schools to purchase the present State Series.

If we add $105,200.17, the money lost on the difference in price of text-books, $480,000.00, the money expended for plant, bindery, etc., and $194,790.40, the interest on the money invested, we will have the vast sum of $779,790.57 as the total cost of State Publication up to the present time.

From the foregoing statistics, yonr committee concludes that, up to the present time, State Publication has not furnished as cheap text-books as the advocates of the measure claimed.

## Quality of State Tex-Books.

We come now to the consideration of the second inquiry of this report. Are the State Text-books up to the standard in quality?

In order that you may clearly comprehend the standard of criticism adopted by your committee, let us briefly consider the qualities of a good text-book.

*First.*—The text-book should be well printed, durably bound, and clearly illustrated.

*Second.*—The information furnished by the text-book should be absolutely correct.

*Third.*—The method followed in presenting the subject-matter of the text-book should be in accordance with the best educational thought.

*Fourth.*—The text-book should be so written as to develop in the pupil the habit of self-reliance.

*Fifth.*—The books of different sets should be so closely graded that the pupil, with the same ease, may be enabled to pass from one book to another, as he does from one lesson to another.

*Sixth.*—The text-book, in style and matter, should be adapted to the mental status of the pupil.

Having submitted to you our standard of criticism that you

may judge of its justness, we will next proceed to the critical examination of the books of the State Series.

It may be truthfully said of the State Readers, that they are notably poor in binding, illustration grading and adaptability. When the Readers were first published they fell to pieces after being used a few weeks. Since then the binding has been greatly improved. There is, however, plenty of room for further improvement in this respect as the following statement will show. In the Franklin Grammar School of San Francisco, there are in use 689 Readers, 423 or 61 per cent of these are falling to pieces through poor binding.

The binding of the State Speller is about the same as the binding of the Readers. Of 589 Spellers in use in the Franklin Grammar School, 315 or 51 per cent are falling to pieces. This is not the result of being in use for too long a time, but because of inferior binding. Many of the Spellers came to pieces during the first year's service.

Of the 290 Elementary Geographies in use in the same school, 175 or 60 per cent are falling to pieces owing to poor binding.

The fact is, the binding of the State Books is inferior in quality and should be remedied by those having State Publication in charge.

Although the mechanical construction of the State Readers is poor, the grading is worse. After a child has read the State First Reader and the supplementary reading of the same grade, it is still unable, with any degree of intelligence, to proceed with the work of the State Second Reader. There is a break of at least a year between the First and the Second Readers of the State Series, that must be bridged over with advanced supplementary reading before the child can enter successfully upon the work of the Second Reader.

The step between the Second and the Third Readers of the State Series is greater than the step between the First and Second Readers of the same series. This break has also to be bridged by advanced supplementary reading before the pupil can proceed with the higher work.

Experience has proven that it is impossible to grade a series of three readers, so as to cover a period of nine years of school life.

In addition to the defects of construction and grading, the State Readers are not adapted to the mental status of the pupils who are to use them. Many of the selections of the Second Reader are entirely too difficult for children from 10 to 12 years inclusive. The same is true of the selections in the Third Reader for children from 13 to 15 years inclusive.

The selections are disconnected and beyond the grade of culture of the child for whom they are intended, and therefore, cannot be read or studied with any degree of intelligence by most of the pupils in the primary and grammar schools.

The State Speller is faulty, both in method and adaptability. It is largely based on the column method of spelling, and contains thousands of words that are entirely beyond the comprehension of the average pupil of our grammar schools. If these words are to be learned, it must be done by sheer force of memory, only to be forgotten again. This kind of work is a waste of mental energy and injurious to pupils.

The State Language Lessons and the State English Grammar are supposed to be a series of well-graded and clearly unified language books, but they are not. They were evidently written by different persons and upon different plans, as there is no similarity between the two books.

While your committee does not endorse the method of teaching language as presented in the State Language Lessons, yet the plan of the book, from the standpoint of the compiler, is well-developed and is acceptable to many teachers.

The State English Grammar, however, is a sadly mnddled text-book, without any intelligible plan, expressing in chaotic style the peculiar and conflicting ideas of its many compilers. It is obscure and ambiguous, and entirely too complicated for seventh and eighth grammar grade pupils. The subject-matter has been taken from many different sources and jumbled together without any well defined system. For a simple work on the essentials of the English Language it is a flat failure. As an authority on English construction, it is absolutely worthless.

The Number Lessons and the Advanced Arithmetic of the State Series should form a closely related series of books,

written upon the same plan. In this case, however, the books are written on two entirely different plans. There is no more connection between them than if they belonged to two different sets of Arithmetics. Owing to the employment of too many compilers, unity of plan is entirely wanting.

The advanced State Arithmetic is faulty in method and impracticable in exercises. In the State Arithmetic there is little, if any, explanation of principles, and nearly all the practice work is purely abstract. Such a book destroys the self reliance of the pupil, as he is unable to proceed with his work without the assistance of the teacher. Such a book prevents all self-helpfulness on the part of the pupil.

Of this remarkable State Series, the History of the United States is probably the most remarkable production. Obscure in statement, heavy in style, and wanting in adaptability, it is totally unfit for the purposes for which it was intended. There is not a grammar school pupil in the State of California who can read it, much less understand its meaning.

In illustration the State History is decidedly inferior. If the old Puritans or the proud Cavaliers could see themselves as presented in this book they would rise from their graves and enter an indignant protest.

The sooner the State History is replaced by one clear in statement, simple in style, and well adapted to the mental capacity of children attending the grammar schools, the better it will be for the boys and girls of the state.

The State Elementary Geography has some merit. The plan, with some modifications, would be a good one. The text of this book, however, is altogether beyond the understanding of primary pupils. In style and thought it is just suited to the higher grammar grades.

If the physical, the commercial, and the political features of the Elementary Geography had been a little more complete, it would have answered admirably for an advanced book, provided the indistinct and crowded maps were replaced by better ones.

The State Physiology was evidently not prepared by a specialist in this branch. It is faulty in method, misleading in

statement, and poor in literary style. At best, the book is but a hasty and imperfect compilation, and lacks the unity and force of a carefully prepared original treatise. It is wanting in that clear, direct and systematic organization of its matter, which is the mark and value of a strictly scientific work. It abounds in misleading, conflicting and incorrect statements of facts, while its style of composition is crude, and often grammatically incorrect.

The State Civil Government is one of the best books of the series; however, it is not adapted to grammar schools where the law contemplates its use. In style and subject-matter it is suited for high schools.

Since writing the above criticism, the friends of State Publication have admitted the inferiority of the State Books by urging their immediate revision.

From the facts, as set forth in the above critical review, we conclude that the State Series of School Text-books is not up to the standard in binding, grading, illustration and adaptability.

Accompanying this report are sample sets of Ohio, Missouri and Indiana text-books, which the members of this body are requested to examine and compare with the California series as to price, binding, paper, illustration, grading and adaptability.

### Opinions of Superintendents and Teachers.

While the subject of State Text-books is of great importance to the tax-payer, it is of paramount importance to the teacher, because, next to the teacher, the text-book is the most important factor in the education of the child. The teacher, from the nature of his calling, he is peculiarly fitted to pass judgment on the merits of the text-books used by his pupils. It is the teacher's duty at all times to fearlessly and publicly express his honest conviction to the end that his patrons and pupils may be enabled to secure the cheapest and the best text-book published.

Your committee, believing that the opinions of superintendents and teachers would be the best evidence of the merits or demerits of the State Text-books, prepared a *circular* to be sent direct to the superintendents and teachers of this state, but

owing to the expense, the plan was abandoned, and a circular was sent to the County Superintendents asking what action, in reference to State Text-books, had been taken by the teachers of their respective counties. From this circular we have received 38 replies classified as follows:

| | |
|---|---|
| For State Text-books, . . . . . | 2 |
| Against State Text-books, . . . . . | 15 |
| No Action on State Text-books, . . . | 21 |

While these statistics are not complete it is evident that the great majority of teachers and superintendents consider the State Books greatly below a proper standard in quality. (See Exhibit C.)

### Method of Preparing State Books.

What, it may be pertinently asked, has been the method pursued in the preparation of the State Books ?

The members of the State Board of Education, in office during the work of compilation, appointed themselves to supervise this work, and inexperienced persons to do the work. They also appointed an editor of these books.

With inexperienced supervisors, whose time was otherwise fully employed, and with inexperienced compilers, the result has been what might have expected—the poorest set of books ever published.

Had the members of the State Board of Education used good business judgment, they would have advertised for the manuscript of each book, or they would have appointed a board of experienced editors, and then left the matter entirely in their hands. If either of these plans had been pursued, the result would have been different. We would have had better text-books for our schools.

From the facts and figures presented in this report, your committee presents the following conclusions:—

1. State publication, up to the present time, has not furnished as cheap text-books as the friends of the plan expected.

2. State publication, under the policy pursued by the State Board of Education, has failed to produce text-books up to a

proper standard in binding, illustration, grading, and adaptability.

3. The method followed in the compilation of the State Books is impracticable, and not calculated to produce the best results.

In view of these conclusions, your committee recommends that the next legislature take some action towards reducing the price and improving the quality of the text-books used in the public schools of the State.

JAS. G. KENNEDY,
JAS. A. FOSHAY,
W. M. FRIESNER,
C. H. KEYES.

## EXAMINATIONS AND PROMOTIONS IN CALIFORNIA.

By Will S. Monroe, Palo Alto, Cal.

The subject of examinations and promotions was so generally discussed at the meeting of the California Teachers' Association held at Riverside, Dec., 1891, that it commended itself to the Council of Education; and at the meeting held at Oakland in September, the writer was appointed Chairman of the committee to report on the question at the December meeting. Of those appointed to act with him in the preparation of this report, Mr. Edw. T. Pierce was designated to secure the opinions of normal school principals in the United States, and Mr. J. W. McClymonds to address letters to the leading City Superintendents, and secure the practices and opinions thereof.

The special bearing of the question on California was reserved for the writer. Mr. Pierce and Mr. McClymonds will each make individual reports to the Council, and what follows is my study of local conditions obtained by means of extensive correspondence with Superintendents and teachers.

The report is the summarization of these letters, including as it does every section of the State, as well as all the varied conditions under which educational work is carried on.

Replies to inquiries were received as follows:

| | |
|---|---|
| County Superintendents | 30 |
| Members of County Boards of Education | 9 |
| City Superintendents of Schools | 17 |
| Principals of Schools | 19 |
| Teachers in High Schools | 35 |
| Teachers of Grammar Schools | 123 |
| Teachers of Primary Schools | 149 |
| Teachers of mixed Schools | 72 |
| In all | 454 |

The first inquiry relates to the methods practiced in the State in determining fitness for promotion.

The second seeks to ascertain the opinions of Superintendents and teachers as to the proper basis of promotion, and thus determine the approximation of theories and practices.

The third inquiry has to do with person or persons who pass judgment upon the fitness of pupils for promotion.

The fourth inquiry touches the intervals of promotion, and the fifth gives returns of cities where examinations have been employed as a basis of promotion, together with the opinions of Superintendent and teachers.

## How Promotions are Made.

Desiring to know the practices in the different counties of the State, I sent letters of inquiry to all the County Superintendents in which I asked the following questions:

1. How is the fitness of pupils for promotion determined in your county? By written examinations, teachers' estimate, or class-standing—in

*a.* Primary (1st, 2nd, 3rd, and 4th year) grades.

*b.* Grammar (5th, 6th, 7th, and 8th year) grades.

*c.* High School (9th, 10th, 11th, and 12th year) grades.

2. If written examinations are used to determine fitness for promotions:

*a.* How often do they occur?

*b.* By whom are the questions prepared?

*c.* By whom are the pupils' papers graded?

*d.* Does County Board of Education revise the papers?

Thirty County Superintendents replied. Twenty-four reported that written examinations were held in their respective counties as the basis for promotion; four reported that promotions were made on teachers' estimates, and two on class-standings.

In eighteen counties the questions are prepared by the County Board of Education; in four counties they are prepared by the teachers. In thirteen counties the papers are graded by the County Board of Education; in nine counties they are graded by the teachers, but in six of these counties papers are

revised by the County Board of Education. In three counties only the papers are not revised after they have been graded by the teachers.

The rules and regulations governing these written examinations for promotion differ little in the various counties. I give those prescribed in two counties of the State. The first reads:

RULES:

Governing annual examinations of the pupils of the public schools of ——— county adopted by the Board of Education.

1. The teacher of each school or each department in graded schools, is hereby constituted examiner of said school or department and will be held responsible for the faithful discharge of said duty.

2. The questions will be forwarded to each teacher, or principal of graded school, securely sealed, and must not be opened until the time for the examination to begin, and then in presence of the class.

3. Teachers must give pupils a fair and impartial examination, and must grade the papers, marking the standing of each question on the left margin and total credits in upper left hand corner.

4. Each teacher will be allowed two weeks in which to grade papers and forward them to County Superintendent.

5. Each pupil is expected to answer the questions without explanation from the teacher, or any assistance whatever; and the papers of any pupil who does not comply with the above requirements must be rejected by the teacher.

6. All pupils must begin a given subject at the same time, and no pupil must be excused from the room until the questions written on the board have been answered, and the papers handed in.

7. Pupils of the same grade must occupy separate seats or desks during examinations.

8. All papers must be legibly written in ink. Map drawing may be executed with lead pencil.

9. Pupils must answer in complete sentences as far as possible.

10. Use legal cap paper if possible.

11. Pupils should leave a margin on the left side of paper.

12. Report the grade to which every pupil belongs. Do not rank a pupil who takes only a part of the examination.

13. Pupils who are in two or more grades, should be given the questions of the lowest grade only.

14. Put the average grade the pupil receives in this examination in the " Average " column.

15. Return the printed questions with the papers to the Superintendent of Schools.

16. When the teacher has completed the record, he will fill out and sign the following certificate.

ascertain the power or fitness of pupils for more advanced work. Five years' experience with this system in Marin County Schools has established it in favor with teachers, Board of Education and this office.

Superintendent G. W. Beattie, of San Bernardino County, writes:

All promotions are made on the recommendations of the teachers who have had the pupils under their care. After trying the plan for three years, of examining pupils for graduation from the grammar schools, on questions prepared by the County Board of Education, that method was abandoned, and the County Manual issued this year contains the following, adopted by a unanimous vote of the Board.

"The *right* to promotion is earned the instant a pupil proves his *power to do the work of the grade next higher.* No one is better able to judge this power than the teacher, who daily presents new work for his mastery."

Superintendent B. F. Howard, of Sacramento County, writes:

While there are many and valid objections to promotion on examinations, yet I believe in them for the following reasons: They stimulate both teacher and pupil to better and more systematic work; they secure better organization and classification; they establish a standard for promotion and graduation, and fix a responsibility not resting alone with the teacher. In my opinion the results of promotions and graduations based on annual examinations have been very satisfactory and warrant continuance.

Superintendent L. J. Chipman, of Santa Clara County, writes:

We give the teacher the post of honor in the matter of promotions; believing that he is of necessity better qualified to judge of the pupil's intellectual development, capacity for study, physical condition, etc., than the County Board, the Principal or any other individual or body of individuals.

Superintendent C. B. Webster, of Solano County, writes:

If it be possible to arrive at the result sought in any less cumbersome manner, and to remove some of the heart-aches which written examinations have caused the "flesh" to inherit, I would be decidedly an advocate thereof. I believe the teacher is the best judge. Let the examinations be decreased as much as possible and let the class-standing count for much, is what I prefer to the present system. Examinations are a curse, but as long as we are cursed with inefficient teachers we needs must be "cursed" with them.

## The Basis of Promotions.

County Superintendents, members of County Boards of Education, Principals of schools and teachers were asked to express their opinion on the following question: What should be the basis of promotions, written examinations, teachers' estimates, or class-standings? Twenty-six County Superintendents, nine members of County Boards, and three hundred and seventy-nine teachers replied as follows:

| Basis of Promotion. | County Superintendents | Members of County Boards of Examination | Principals of Schools | Teachers | Total |
|---|---|---|---|---|---|
| In favor of written examinations | 18 | 7 | 9 | 68 | 102 |
| In favor of teachers' estimates | 8 | 2 | 9 | 257 | 276 |
| In favor of class standings | 0 | 0 | 1 | 54 | 55 |
| Number reporting | 26 | 9 | 19 | 379 | 433 |

Of the County Superintendents reporting, 69 per cent believe that the written examination should be the basis of promotion, while 31 per cent express a preference for teachers' estimates; 78 per cent of those representing County Boards favor written examination, and 22 per cent, teachers' estimates; 47 per cent of the Principals of schools favor written examinations, and the same per cent teachers' estimates. Only 18 per cent of the *teachers* reporting, favor written examinations as a basis of promotion, while 68 per cent believe that the teachers' estimates should be the basis.

The three hundred and seventy-nine teachers reporting represented Humboldt, Colusa, Sonoma, Santa Barbara, Monterey, San Joaquin, San Francisco, Alameda, Stanislaus, Los Angeles, Santa Cruz, San Diego, Tulare, and Orange Counties, and include teachers in mixed, primary, grammar, and High Schools as follows:

| Basis of Promotion. | Teachers in Mixed Schools . . . | Teachers in Primary Schools . | Teachers in Grammar Schools. . | Teachers in High Schools . . . | Total . . . . . |
|---|---|---|---|---|---|
| In favor of written examinations . . . . . | 8 | 14 | 28 | 18 | 68 |
| In favor of teachers' estimates . . . . . | 57 | 113 | 76 | 11 | 257 |
| In favor of class standings . . . . . | 7 | 22 | 19 | 6 | 54 |
| Number reporting . . . . . | 72 | 149 | 123 | 35 | 379 |

In the grammar grades, where the examinations chiefly affect the teachers, 23 per cent believe that the written examinations should be the basis of promotion; and 62 per cent believe that the estimates of teachers should be the basis.

James D. Graham, Supervising Principal of the Schools of Pasadena, writes:

Written examinations are necessary. (1.) As a stimulus to both teacher and pupil. (2) To maintain a uniform standard in the schools of a city or county. (3) To correct the personal equation of error in the teachers' estimate. (4) They form something tangible to show cause for promotion or not of pupils.

Caspar W. Hodson, Principal of the Lincoln School, Pasadena, writes:

Promotions should always be made, in primary and grammar grades, upon the basis of the teacher's estimate of the pupils' ability or power to do the work of the next grade. To promote on the basis of either oral examinations, written examinations or class recitation marks, alone, would be absurd. I do not believe any teacher can do real teaching and keep daily recitation marks.

## Who Should Make Promotions?

The replies to the question "By whom should promotions be made—by teachers, Principals of Schools, or County Boards of Education?" are as follows:

| In Favor of Promotions Being Made | County Superintendents | Members of County Boards of Education | Principals of Schools | Teachers | Total |
|---|---|---|---|---|---|
| By the teachers | 10 | 3 | 10 | 291 | 314 |
| By the Principals of schools | 0 | 0 | 8 | 59 | 67 |
| By the County Boards of Education | 16 | 6 | 1 | 29 | 52 |
| | 26 | 9 | 19 | 379 | 433 |

38 per cent of the County Superintendents, 33 per cent of the members of County Boards, 53 per cent of the Principals of Schools and 77 per cent of the teachers believe that promotions should be made by the teachers; while 62 per cent of the County Superintendents, 67 per cent of the members of County Boards, 5 per cent of the Principals of Schools, and 8 per cent of the teachers regard the County Boards of Education as the proper promoting power.

A County Superintendent writes:

In this county we found that by relying on the teachers the result was far from satisfactory, classes being promoted wholesale, because of the pressure from parents, which, it seemed, the teachers could not withstand. I, therefore, prevailed upon the Board to adopt our present plan.

A teacher writes:

Promotions should be made by the teacher.

(*a*) It is a very natural conclusion that the one best qualified should be the judge. (*b*) Qualification for promotion is co-ordinate with that for teaching. It is the resultant of the year's forces. (*c*) *Ability to do* should be the basis of promotion, no one knows this better than the teacher. (*d*) When Principal or County Board promotes, the pupil is rated upon per cent, a most unjust method, for it does not speak fairly of the pupil's ability. We should rise to the higher plane, that a boy should be rated according to quality; even woolen goods are so rated. Texture and fibre are the points (*e*) I believe in trusting teachers with this work, for they will rise to the importance of their work. I regard the present system of some counties, by which promotion is made by County Boards, as an unwarranted assumption of authority, and as tying the schools down to a routine, unjust and wrong.

Miss Jean Parker, Principal of the Broadway Grammar School, San Francisco, writes:

No person or committee should presume to pass upon a child's right or fitness to go forward, except those who have had opportunity to note his daily struggles and growth in power to overcome difficulties. For the past twelve years the promotions in this school have been made upon the teachers' judgment as to the best interest of the child.

Superintendent J. W. Linscott, of Santa Cruz County, writes:

When the millenium comes and we have perfect teachers or rather teachers possessed of good sense and judgment, then and not till then will we be able to successfully place the question of promotions in their hands.

Mr. James G. Kennedy, Principal of the Franklin Grammar School, San Francisco, writes:

I am in favor of promoting pupils on the recommendation of the teacher. The teacher, by means of his daily association, is peculiarly qualified to decide the pupil's fitness to enter upon the higher work. This method develops individual child study, the key to all good teaching.

I am opposed to written examinations as a means of determining the child's fitness for promotion; first, because it destroys individual child study; second, it does not test the child's ability to do the higher work; third, it is barbarous as well as dangerous to subject children to a severe physical and mental strain at the close of a hard year's work.

## How Often Promotions are Made?

The replies to the inquiry "How often are pupils promoted?" from cities are as follows:

Alameda: Semi-annually.

Berkeley: Semi-annually.

Fresno: Annually, and at other times upon judgment of the teacher and Superintendent.

Los Angeles: Semi-annually.

Pasadena: Annually, and whenever ready.

Riverside: Annually.

Sacramento: Annually.

Salinas: Annually.

Santa Ana: Twice or thrice a year, as case demands.

Santa Barbara: Annually (which is all wrong).

San Diego: Annually, or at any time when ready.

San Francisco: Annually.

San Jose: Annually, but if arrangements could be made, should prefer semi-annually.

Santa Rosa: Annually, but promotions may be made at any time by the Principal when recommended by the teacher.

Stockton: Annually, but pupils may be promoted at any time if prepared to do the work of the next higher grade.

Twelve of the seventeen towns reporting, make promotions annually; four semi-annually. Sixteen County Superintendents report annual promotions; seven report semi-annual promotions; one reports that promotions are made every six weeks; and two report that promotions are made at any time. While 70 per cent of the towns and 80 per cent of the counties reporting, make promotions but once a year, the numerous protests received indicate that not a few of the teachers of the State believe that pupils should be promoted whenever they are ready for the work of the next higher grade. Dr. O. P. Jenkins, professor of physiology in the Leland Stanford Junior University, and at one time connected with the public schools of California, says in this connection:

The system which includes promotion in the public schools but once a year, or even but twice in the year, is a very pernicious one. This practice works an injury to the great majority of the pupils. It is utterly impossible to keep a group of children, under varying conditions of mental activity, home surroundings, and opportunities, together in one set of studies for the year, without keeping back many who could easily advance, or crowding forward many who are thus made to do overwork. The pupils to whom such a course is adapted, must, from the nature of the case, be a small minority of the whole class. The selection of a definite time, once a year, is a perfectly arbitrary one, based on one reason, and one alone,—that is, the convenience of the teachers. A pupil should be advanced from one class to another at *any* time, when, in the judgment of the teacher and the Principal of the school, that pupil could work better in the advanced class.

I know all the objections that would be raised to such a system of promotion, but the objections are in every case only connected with the easy administration of the school, and whether they are serious or not, it is the business of the teachers to meet them by solution of the objections themselves, and not by an escape from them by the adoption of an arbitrary system of administration to the injury of the pupils, for whom

alone the school exists. In the same way, those who are not fitted, on account of ability or other reason, to work in the class in which they are, should be transferred to the lower class *at the time* when that lack of ability is discovered.

To hold a pupil for a year, or a good part of a year, in a class in which he is working to a disadvantage, for the reason that he could work better in an advanced class, or in a lower class, is one of the most serious evils, in my opinion, of our present school system. The seriousness of the evil is aggravated from the fact that there is no good reason for its existence.

Advancing from one class to another, or dropping back a class, ought to occur without so much ceremony, just as we pass from one subject to another, as, for example, from "Addition" to "Subtraction."

The lines between different grades in the same school are wholly artificial lines, imaginary one might say, and the maintaining these with so much ceremony distorts the meaning of work, and puts a greater strain on the school, where little or none should exist.

Mr. Geo. W. Beattie, Superintendent of the schools of San Bernardino County, says:

The right to promotion is earned the instant a pupil proves his power to do the work of the grade next higher.

### Trial of Written Examinations.

To the question "Have written examinations been tried and found to be a satisfactory basis of promotion in your schools?" I received the following replies from City Superintendents of Schools.

Alameda, D. J. Sullivan: Written examinations have been tried and have not been found satisfactory.

Fresno, T. L. Heaton: Written examinations, as the *sole* basis of promotion, I believe is a species of barbarism not to be found in the schools of California.

Los Angeles, W. M. Friesner: No.

Oakland, J. W. McClymonds: They have been tried and found not satisfactory.

Pasadena, J. D. Graham: Combined with teachers' estimate in doubtful cases, they are satisfactory.

Pomona, F. A. Molyneaux: We have not yet found any way to secure as many good results as by the examination.

Riverside, Eli F. Brown: Written examinations are all right if properly managed.

Sacramento, Albert Hart: Yes, some years since, and found to be unsatisfactory.

Salinas, W. H. Housh: Only in promotions *to* and *in* the High School.

Santa Ana, G. W. McGinnis: They have been tried extensively, but results have not been satisfactory.

Santa Barbara, Geo. E. Knepper: Written examinations have been thoroughly tried and found wanting as a basis of promotion.

San Francisco, John Swett: Official written examinations were in vogue for twenty-five years. At present abolished as unsatisfactory.

San Jose, F. P. Russell: Examinations count one-half; standings through the year count for balance.

Santa Rosa, I. P. Crawford: They have, and are very *un*satisfactory.

Stockton, James A. Barr: Written examinations have always been used in our schools until the last two years.

The San Bernardino County Board of Education, in the manual for 1892, says:

"The County Board of Education will accept the recommendation of the teachers as a basis for all promotion and graduations, hoping thereby to encourage teaching for the power that comes from culture. Let the standard be: 'Not what a pupil knows, but what he can do because of what he is.'"

Mr. Chas. H. Keyes, Superintendent of Schools of Riverside, in his annual report for 1891, says: "In all grades there has been great difficulty in attaining the condition (relieving pupils from an intense and undue expenditure of nervous energy, in freeing teachers from interminable drudgery with examination papers) because of the County Board examination which stood at the end of the eighth grade. Teachers would keep in mind both the quality and quantity of this examination. The fact that at the end of the grammar course, boys and girls must stand an examination in from thirteen to sixteen subjects at the hands of a board, who, although highly intelligent, were

by force of circumstances necessarily unacquainted with the teachers and their teaching, did much to cripple the work in all grades, and especially in the highest."

Mr. J. W. Anderson, Superintendent of Schools of San Francisco, in his report for 1890, says: "The system of promotion and graduation of pupils recommended by the Superintendent in 1887, and adopted by the Board of Education, has proved to be a success: so much so that there will be no danger of the Department again resorting to the effete system of written examinations. The most prominent cities of the country now make very little account of written examinations. It is to be hoped that the time is near when they will in all places be relegated to the shades."

## Generalizations.

With these facts and opinions, what generalizations may be drawn?

1. That the teachers and County Superintendents are at variance as to the educational value of county examinations as a basis of promotion, 69 per cent of the County Superintendents and but 22 per cent of the teachers favoring the present system. The arguments presented show that written examinations are not accurate tests of power, and that they are condemned by the teachers generally because of the use made of them.

2. That the teachers and the Superintendents are at variance as to the proper promoting power, 62 per cent of the County Superintendents and less than 8 per cent of the teachers favoring promotions by County Boards through examinations held by them. The teacher being nearer the child and knowing his capabilities must certainly know better than even the professional examiner the extent and limitations of the child's power.

3. That the intervals of promotion are unnecessarily long, and that strong and weak pupils alike suffer.

## Recommendations.

1. That a comparative study based on the experience of leading educators shows that written examinations, as a means of determining the fitness of pupils for promotion from grade to grade in the public schools, are believed to be inadequate, and that promotions can most safely and wisely be made upon the teachers' estimates.

2. That the Council hereby disapproves of the practice of written examinations as a basis of promotion and recommends to all teachers and Superintendents such immediate and energetic agitation of this question as will result in the abolition of the examination system.

## EXAMINATIONS AND PROMOTIONS.

By J. W. McClymonds, Superintendent of Schools, Oakland, Cal.

In answer to a circular letter sent to various cities in the United States replies have been received from the following cities, to wit: Albany, Boston, Brooklyn, Cincinnati, Denver, Hartford, Indianapolis, Kansas City, Milwaukee, Omaha, Philadelphia, Scranton, Springfield and St. Paul. From these 14 replies the following statistics have been compiled.

### I. BASIS OF PROMOTION.

(*a*) Primary Grades: In 4 cities, Hartford and Scranton, Albany and Denver, estimate of teacher. 2, Boston and Omaha, promote on the estimate of the teacher and written examinations. 2, Brooklyn and Indianapolis, on estimate of teacher and principal. 4, Cincinnati, Milwaukee, Springfield and St. Paul, on class-standing and written examinations. 1, Kansas City, on class-standing alone and 1, Philadelphia, on written examinations alone.

The basis of promotion in the grammar and high school grades in each of these cities is the same as the primary, *except:* For grammar and high school in Cincinnati, written examinations only; in Kansas City, class-standing and examinations; Scranton, teacher's estimate and examinations; and written examinations, only, in the Omaha high school.

### II. WRITTEN EXAMINATIONS.

(*a*) Questions prepared by whom ?

In 7 cities, Albany, Brooklyn, Omaha, Philadelphia, Scranton, Springfield and St. Paul, the questions are prepared by the Superintendent; in 3, Cincinnati, Indianapolis and Kansas City, by Superintendent and Principal; in 1, Boston, by a Board of Supervising Principals; and in 1, Milwaukee, by Superintendent and Principal in the highest grammar grades and by teachers in all the lower grades.

(*b*) Papers graded by whom?

In 8 cities, Albany, Boston, Kansas City, Milwaukee, Omaha, Philadelphia, Springfield and St. Paul, the papers are graded by the class-teacher; in 2, Brooklyn and Scranton, they are graded by the class-teacher subject to revision by the Superintendent; in 1, Cincinnati, the pupil is examined by the teacher to whose class he aspires to be promoted; in 1, Indianapolis, the papers are not graded.

(*c*) Examinations, how frequent?

In 6 cities, Albany, Boston, Cincinnati, Milwaukee and Scranton, there is 1 examination per year; in 4, Brooklyn, Philadelphia, Springfield and St. Paul, there are 2 examinations yearly; in 1, Kansas City, there is an examination every 12 weeks; and in 1, Omaha, there are yearly, 2 examinations by the Superintendent, 3 by the Principal, and 5 by the class-teacher, making 10 in all.

III. ESTIMATED NO. OF PUPILS PROMOTED YEARLY.

Under this head 3 Superintendents reported numerically, 5 gave no reply at all and the remaining 6 gave correctly the percentage of those belonging promoted.

(*a*) Primary: 2 cities, Omaha and Philadelphia, promote 75 per cent; 3, Cincinnati, Denver and Springfield, promote 90 per cent; and 1, Albany, promotes 98 per cent.

(*b*) Grammar: 1, Philadelphia, promotes 70 per cent; 1, Omaha, 80 per cent; 1, Denver, 85 per cent; 1, Springfield, 88 per cent; 1, Cincinnati, 90 per cent, and 1, Albany, 96 per cent.

(*c*) High: Philadelphia promotes 65 per cent, Cincinnati 74 per cent, Omaha only 45 per cent the first year but 80 per cent the remaining years, Denver and Springfield 85 per cent and Albany 95 per cent.

V. BRANCHES IN WHICH PUPILS ARE EXAMINED. (WRITTEN.)

In Boston, Omaha, Philadelphia, Springfield and St. Paul, pupils are examined in all subjects taught, in the primary, grammar and high schools. In Albany, pupils are examined in arithmetic, language, geography and spelling in primary

and grammar grades and in all subjects taught in the high school. In Kansas City and Scranton written examinations are not given to primary pupils, but those in grammar and high schools are examined in all subjects studied. In Milwaukee pupils in kindergarten and first grade are exempt from written examinations, but all other grades are examined in all subjects taken.

V. DO YOU BELIEVE THE WRITTEN EXAMINATION IS A SATISFACTORY BASIS OF PROMOTING PUPILS?

In reply to this query I have received 8 negatives; they are from Albany, Denver, Hartford, Indianapolis, Milwaukee, Philadelphia, Springfield and St. Paul. In Boston the teacher's estimate and written examinations are given equal weight. From Brooklyn the reply comes "Yes, for the higher grades." Kansas City can not do without written examinations entirely; Omaha answers unqualifiedly "Yes"; and Scranton says "Yes, if combined with the judgment of the teacher."

## EXAMINATIONS AND PROMOTIONS.

REPORT OF EDW. T. PIERCE, PRIN. STATE NORMAL SCHOOL, CHICO.

As a member of this committee, I was asked to ascertain the views of Normal School Principals on the question before us and report thereon at this meeting. I, therefore, addressed a copy of the following letter to about sixty of these gentlemen:

"The Council of Education of the State of California is to prepare a report on 'Examinations and Promotions' to present to the next California Teachers' Association. As a member of the committee on the subject, I desire to learn the views of the principals of the State Normal Schools of the United States on this important question.

I. What, in your judgment, should be the basis of promotion (written examination, class standings or teacher's estimate) in

(*a*) Primary Schools (first, second, third and fourth years)?

(*b*) Grammar Schools (fifth, sixth, seventh, eighth years)?

(*c*) High Schools (ninth, tenth, eleventh and twelfth years)?

II. Is the written examination (wholly or in part) the basis of promotion in your Normal Schools?

What plan is followed in your training school?

III. If you do not believe the written examination to be a satisfactory means of determining fitness for promotion in the common schools, please state as fully as possible the plan or plans that you would adopt."

I received fifty replies, the summary of which shows the following:

For promotion of primary schools, 34 believe that the teacher's estimate alone should be used as a basis for promotion; one would make class standings the basis; 1 would employ written examinations; 1 believes in combining written examinations and class standings; 5 think that class standings and

teacher's estimate should be taken into consideration, written examinations and teacher's estimate; while 4 would make use of all three elements, teacher's estimate, class standings, and written examinations.

In grammar schools, 7 are in favor of teacher's estimate alone; none believe in employing class standings as the only means; 4 would make use of the written examination; 6 would combine written examinations and class standings; 7 teacher's estimate and class standings; 15 teacher's estimate and written examinations; while 11 would combine all three elements.

In high schools, 2 are in favor of allowing the teacher's estimate to be the basis and none are in favor of class standings alone; 8 would depend entirely on written examinations; 13 would combine written examinations and class standings; 6 teacher's estimate and class standings, and 11 teacher's estimate and written examinations; while 10 would make use of all three methods.

As to the actual plans pursued by these gentlemen in their own normal schools, I find that 2 allow the teachers to estimate a student's fitness for promotion; 1 depends entirely on class standings; 26 promote entirely on stated written examinations; 15 combine written examinations and class standings; 3 teacher's estimate and written examinations; while 3 make use of all three methods.

In primary schools, 68 per cent are in favor of making the teacher's estimate the basis of promotion, 2 per cent written examination, and 30 per cent a combination of two or more ways.

In grammar schools, 14 per cent are in favor of teacher's estimate, 8 per cent written examination, and 78 per cent a combination of two or more ways.

In high schools, 4 per cent favor the teacher's estimate, 16 written examinations alone, and 80 per cent the combination plan.

In normal schools, 4 per cent favor teacher's estimate, 2 per cent class standings, 52 per cent written examination, and 42 per cent combinations.

In primary schools, the weight of opinion is in favor of teacher's estimate for promotion.

In grammar schools, the opinion seems to be in favor of a combination of ways into which the teacher's estimate enters largely.

In high schools, the opinion is the same as that for grammar schools.

Written examinations are used in over half of the normal schools as the sole basis for promotion; in the others, class standings figure largely.

In the three grades of public schools, primary, grammar and high, combined, about 30 per cent of the answers favor the teacher's estimate, 8 per cent written examinations, and 62 per cent a combination of two or more ways.

The general weight of opinion, however, as evinced by the combined answers, seems to favor the teacher's estimate. I have thought it best to copy the special replies, thus giving a short symposium from normal-schoolmen on the question. They are as follows:

*Edward Searing, Mankato, Minn.:*

I have yet much faith in the written examination. The current is perhaps setting against it, but I do not think it will be swept away.

*George W. Getter, Girls' Normal School, Philadelphia, Pa.:*

I can see no good reason why an honestly conducted examination can do any harm at the end of a school term, and I see many reasons for hesitating to favor promotions without an examination, particularly in higher grades and schools. I cannot see how any experienced teacher can endorse such a proposition. Perhaps I am narrow in my views; I trust not, however. I have thought much on the subject and have been a teacher over forty years—twenty-eight years in my present position. I feel to promote without an examination in this school would destroy much of its usefulness, and result in great injury to the pupils, both morally and intellectually. The written examination is entirely the basis of promotion in this school, and I sincerely trust will always remain so. The same plan is adopted in the Training School, except that we examine bimonthly during the year, instead of at the close.

*William J. Milne, State Normal College, Albany, N. Y.:*

If written examinations are conducted in a proper maner they will be satisfactory in determining the fitness for promotion. The questions should be prepared with care and the answers marked with discretion.

*Albert Salisbury, Whitewater, Wis.:*

I believe thoroughly in the value of written examinations, but largely for their educational valne. I could not dispense with them as a selective agency for promotion, and yet I feel that the

teacher's judgment of the pupil must have consideration and pretty free play. We lay considerable stress upon the pupil's power of expression in the classroom.

*J. M. B. Sill, Ypsilanti, Mich.:*

In large classes written examinations seem to be necessary generally, and especially in higher grades. The main point is, however, just determination of ability *to go on.*

*H. W. Seerley, Cedar Falls, Iowa:*

I do not believe in the written examination as a sure means of determining fitness for promotion, but I do believe that it is necessary to examine the work of the common schools about twice a year for the purpose of guaranteeing that the work done is good on the part of both teachers and pupils. I think the hardship imposed upon teachers in reading the manuscript is the sole objection, hence I would rather be inclined to use it as a means of instruction to secure exactness than to use it as a test to depend upon absolutely in promoting students. On the other hand, I fear that if the teachers' estimates were to take the place entirely of the examination by the supervisory officer, it is as much likely to be abused as the other system.

*John M. Milne, Genesee, N. Y.:*

I believe that written examinations are a reasonably satisfactory means of determining promotions, but not the only satisfactory means.

In order that you may understand better my views in relation to promotion by examination and by estimate of the teacher, I will explain the plan in operation in this school through the primary, intermediate, normal and academic departments. It is as follows: Students are informed at the beginning of the term that all who, in the estimation of the teacher and by class record, stand 85 per cent and over will be relieved from examination (or "selected," as we call it), unless one-third or more of the class, who are given an opportunity to vote by secret ballot, decide that the teacher's judgment is wrong. In each class the names of all persons who are selected are written on the board by the teacher and copied on a slip of paper by each pupil. Voting is done by striking from the list any name which the pupil thinks has been improperly selected.

This plan is carried out in full in the normal and academic departments, and as fully as possible in the intermediate and primary. In the intermediate and primary the selections are practically made without voting by the pupils. In those departments the selections have to pass through the hands of the critics, who are expected to visit the classes daily. The object of this plan is to secure better class recitations, and it results in that usually.

*W. H. H. Beadle, Madison, S. D.:*

Examinations have value as incentives to pupils and as standards for their judgment of progress, as well as information for the teacher. The better the teacher, the less use for formal examinations. The examination is used by some superintendents and principals to show schools better than they are, and thus mislead boards and pupils. They prepare show work, and in drawing, penmanship and neatness, look well, but in thoroughness in solid studies are imperfect. In other cases examinations are made the sole basis of promotion, and the tests are supplied by the State or by the head of the school. All the fair work of the term or year goes down before the results of this one nervous strain, which may take many at a disadvantage.

In a city's graded schools I would have my fourth grade primary teacher one whom I could trust; the same for the eighth or last grade grammar. These grades should be the gates to higher classes. It would be better if all grades were so carefully guarded; these *must* be. When each teacher makes out her own examination questions and is moved by a desire to show well, knowing in advance that the papers are to be put on exhibition, much time is wasted in practicing. This is true in county and State exhibits. Shall it be true in the Columbian exhibit?

In all such dishonesty the pupil shares to some extent. What good can come of it? Thoroughness in all studies is the best basis for integrity of life and character and good citizenship.

*G. S. Albee, Oshkosh, Wis.:*

Written examinations should not prevail until the mere act of writing ceases to demand the pupil's attention. In grades below the high school both written and oral examinations are desirable, involving catechism and discussion of topics; the latter phase in mode least burdensome to pupil, i. e.: some write better than they can talk, others the reverse. In all examinations we should aim to diminish mechanical difficulties, that the thought tests may be more thoroughly applied. In our training department of eight grades, most branches above the fourth grade are remitted for one or two quarters in each year, other work taking their places. In all such cases pupils are examined in the branches when laid aside, thus avoiding severe stress extending over days at the close of the school year. Even when branches are not thus remitted I apprehend that examinations should be extended through the last term, scarcely more than one in two weeks, with more profit and more justice to pupils than is usually the case.

*George L. Farnham, Peru, Neb.:*

I believe that teachers can do their best work when left free to pursue their own course, subject to the general oversight of the principal or superintendent. Let him take such means for determining fitness for promotion as he deems proper.

I believe in no scheme that will relieve the teacher from the exercise of his best judgment. Written examinations at irregular intervals may keep pupils alert, and if properly conducted relieve them from the unnatural strain that stated examinations impose.

*Irwin Shepard, Winona, Minn.:*

Primary:—Teacher's estimate of (1) acquisitions, (2) individual power. Grammar Schools:—Class standings, in which teachers' estimate of growth and power enter largely with examinations.

*C. C. Rounds, Plymouth, N. H.:*

The written examination is often unsatisfactory as a test, on account, first—of the character of the examination; second—from the character of the instruction. Given: suitable examinations, good schools, sensible teachers, from many years experience, I prefer written examinations, class standings and teachers' estimate combined.

*D. Mcluegor, Prattville, Wis.:*

The written examination is only a device, and like all other devices must not be passed for more than its actual value. My thought is to make daily work the chief estimate in determining promotions, and this must be estimated by the teacher. Daily work should include written recitations, each to be considered as of equal importance to an oral recitation. Then there should be review examinations to be taken into account in promoting, daily work to be considered as 2, review work as 1 in making up report.

*James M. Milne, Oneonta, N. Y.:*

We have no stated examinations in the normal department. Teacher's estimate is solely the basis of our work. If teacher is in doubt from class standing about estimate, a written test may be given in the class, covering only the time of the recitation. Such are called class tests. The time for such tests is never known to the pupils, hence no special preparation or worry on the part of students.

*G. M. D. Eckels, Shippensburg, Pa.:*

In graded work I believe in taking into account the pupil's capacity for the work of the new grade, as well as the fact of his having completed satisfactorily the work of the grade he proposes to finish. The pupil should therefore be tested partly by presenting to him work not found in his text book.

*James M. Green, Trenton, N. J.:*

My plan should include all the means I have of knowing whether or not the pupil is prepared to be promoted—my memory, my memoranda of class and my examination records. I think that common sense should be used on this point, as on others.

*Thomas B. Noss, California, Pa.:*

The better qualified the teacher is for her position, the less need is there for formal examinations.

*H. C. Pritchett, Huntsville, Texas:*

I prefer live classroom work, with the free use of the blackboard in all recitations, with frequent written recitations and occasionally a written examination, given so the pupil will not be aware of the fact that he is being examined, and will not be scared out of his wits. The stated examination upon which everything is made to depend appears to me to be unfair, leads to cramming and to cheating. I abhor it.

*W. E. Wilson, Providence, R. I.:*

Secure teachers of character, force and intelligence. Train them to teach, not merely to give instruction; make them responsible for results in character and scholarship; trust and support them, but exercise judicious supervision. If any of them prove to be incompetent or disloyal to the true interests of their pupils or of education, bounce them and send to Rhode Island for others.

*E. B. Prettyman, Baltimore, Md.:*

Teacher's estimate is better aided, I venture to suggest, by the French method of having a day's work in school about once a month, but not at a fixed time, written by each pupil in an individual book—I mean one book for each pupil—which is taken by teacher, corrected and kept by him till the close of the pupil's attendance on that school, forming a true history of his progress throughout his school life. This book aids the teacher much in forming estimates for promotion.

*Estelle M. Darrah, Teachers' Training School, St. Paul, Minn.:*

I should give the question of promotion less prominence, and educate the public to regard the development of the children as of infinitely more importance. I should require the principal to know personally what work children were doing, and, together with the teacher, to settle the question of promotion upon that work. I should give frequent opportunities for the children to write upon topics or questions as a test of their *power*, not of their fitness for promotion, though their written work would partly determine their fitness.

*Ellen Hyde, Framingham, Mass.:*

I do not believe in artificial stimula nor arbitrary tests of any kind for children. Marks for class work and marks for written examinations are only one form of expression of the teacher's estimate, and the worst form, since figures can never tell the exact truth about the pupil's mental and moral state, and frequently are the worst possible liars. I consider the commonly accepted system of promotions the worst evil of our school system, and hope your council may do something to modify it.

*T. B. Stowell, Pottsdam, N. Y.:*

Written theses are preferable to written examinations. Formal examinations are enervating. Formal examinations encourage "cram." Thesis-writing necessitates association of ideas. Thesis-writing calls for apperceptive knowledge.

It seems to me that there are three things to consider in the discussion of this question of examinations for promotion. First—the effects of such examination on the pupil; second—its effects on the teacher; and third, if not found satisfactory, what should take its place?

When I use the word examination, I mean the formal examination at stated intervals. With regard to the pupil, we should ask: First, what does he gain by it? Second, how is he harmed by it? Do examinations benefit the pupil in any way? Yes, they help him to condense his knowledge and put it into the fewest possible words; they compel him to think quickly, if he is not "scared out of his wits," as President Pritchett puts it, by the fear that he will fail to finish his work in the allotted time and make at least 80 per cent; they put the cool, calm pupil on his mettle and spur up the dull one to greater effort.

Are they harmful to pupils? Yes, to many. Their harmfulness has been discussed for years at almost every gathering of teachers. The three most obvious objections advanced are, first, the tendency they have to lead pupils to work for marks and not for knowledge; a certain per cent, no matter how obtained, means promotion, often leading to dishonesty, cheating, copying, anything to reach the required standard; second, the almost inevitable "cram" at the close of the term, the very suggestiveness of whose name is its best commentary. One thing that can be said in its favor is that the mind is furnished a natural means of ready relief, in its power to forget immediately what it has crammed; third, the nervous strain which they cause. This is less easily repaired and invariably falls heaviest on those who least need the test of examination. As President Hunter of the New York Normal College says, "The refined and delicate often fall far below their true standing, while the bold and dishonest may attain a rank they little deserve." I know of a case in which one of the most earnest and intellectual young ladies of a certain school, became so excited over the weekly examination and so worried with respect to the results, that she lost all power of concentrated mental effort at examination times, and nearly

always failed. Almost total loss of sleep the night before the examination at least caused her to resort to nervines to strengthen her on the day of the trial. Are there not many teachers who could give instances of a like character? I think that all of us who have had much experience in the actual work of the school room, and who have given careful thought to the question, are ready to affirm that there are harmful as well as beneficial effects on the pupil in these examinations, and have regretted that some scheme could not be devised from which these harmful elements could be eliminated. One of the greatest objections in my mind, however, is the formal character of the work done at such a time, the lack of individuality that it shows, and its failure to test the pupil as to his real abiding knowledge on the subject—in short, its non-educational value. Examinations are usually faulty, perhaps because the recitation is faulty. Both are often made up of disconnected questions and answers, involving no strict logical consecution of ideas. The examination questions are often mere repetitions of those already propounded in the recitation. Correct answers to these questions fail to show logical thought on the subject in hand, and tend in no way to strengthen the mind of the pupil. They fail to test whether the one who is examined can reason from cause to effect, as they rarely touch on any phases of the subject other than those already discussed in the class. As conducted by most teachers, they strengthen memory at the expense of the other faculties. They require no real thinking, even were the mind of the pupil in a condition to do its best work. It appears then that examinations are only partially beneficial to a few, are decidedly harmful in all their effects on some, and are partially harmful to all.

Second, what is gained by the teacher in these examinations? I have yet to find one that is earnest, wide-awake and efficient who knows any more about the qualifications of any pupil in his class after a formal examination than he does before. I like the expression of President Snyder of Greeley, Colorado. The knowledge of the power of the pupil has "grown in on the teacher. He can't help but know." There

them to see? If not (and this test is necessary before the next topic or subject is studied), then the pupil is not ready for advancement or promotion. Here, much, indeed all, I might say, depends on the teacher's knowledge of the laws of mental development and his skill in questioning. He must be able to judge of the action of the child's mind and the mental strength involved in the answers and applications instead of simply taking account of the words recited. If he understands the principle of apperception and its application to all the subjects pursued in the school, he *must* know when pupils have grasped new knowledge.

It is wise to record his judgment of the results of these tests and not depend entirely on his memory. The inductive study and discussion of a single principle or topic often requires several days. The record of power to apply in such cases, must necessarily be at irregular intervals, at the close of "*lesson wholes*" as De Garmo calls them. During several recitation periods, the teacher may be leading the pupils up through observation and generalization to application and there is nothing to record, unless he adopts the "Mind Chart" plan of Supt. Frye and takes note of every phase of mental activity.

Let this record in all grades of schools be by letters, representing approximate degrees of excellence. Dr. White's plan is good, the letters E. G. F. and P. representing "Excellent, good, fair and poor." Emulation to be classed in the highest division is enough for most pupils, and what teacher is able to measure the work of a mind so accurately as to determine that it is ½ of 1 per cent stronger than that of another?

To preserve the one benefit of the examination, namely, that which results from the pupil's effort to condense his knowledge and put it into clear, forcible language, I should have him write many short papers, mostly topical. The writing of these papers should never require more than fifteen or twenty minutes, and they should be classified in divisions as indicated above. This classification should take into account the carefulness, the thoughtfulness and the individuality of the writer. It should never be known to the pupil when these papers, or

tests if you choose to term them, are to be required. This saves all useless worry on the part of the pupil. He knows that his daily work and honest thought count. There is no chance to "cram" during the last month of a term; there is a premium on steady effort; he will do his "level best" all of the time. When he becomes old enough to know that a failure to take one step in the necessary process of all learning will prevent him from attaining the knowledge sought after, he will become an earnest ally of the teacher and the battle will be won. To aid pupils to grasp a whole great division of a subject, and to put thoughts into logical form, I should require them to write occasionally a theme on some subject relating to their work. So much for the pupil.

As for the teacher, this plan relieves him from the strain imposed on him at the close of the term in looking over hundreds of examination papers. If these written tests are thoughtfully assigned with regard to time, he may have one set of short papers from some class almost daily, but it need not take him more than twenty minutes to look them over. The system of marking by letters, allows him to exercise his judgment in cases in which a paper shows thought, but which could not be allowed 80 per cent by the old plan. The one is evidence that the pupil is growing, the other simply that he remembers an answer. Which deserves the most credit? No cases will arise in which pupils are ½ per cent below the arbitrary passing mark, as is often the case in the regular examination.

I have tested this method for promotion in public school work. It is now used by most of the teachers in the Chico Normal School. It has never failed, in my experience, to produce excellent results on the pupil, leading him to do careful, conscientious work at all times, and inculcating a knowledge not made up of mere text-book answers.

It seems to me the merits of this method for estimating fitness for promotion are manifold. It is educational, developing all of the powers of the mind instead of memory alone. It incites pupils to strive daily to do careful earnest work, as "cramming" or dishonesty will not help them at the close of the year. It spurs up the dull ones and does not excite those who are nervous.

On the part of the teacher, he is allowed to broaden his work by making use of any knowledge that will aid him in developing the mental powers of his pupils, his main object being to incite thought on their part. Such being the case, he can and should exercise careful judgment in estimating what a recitation oral or written is worth. It allows for individuality in teaching. It takes account of individuality in work, and will never strive to "turn out fifty thousand clothes pins of precisely the same pattern."

It relieves both teacher and pupils from the strain incident to examinations at the close of the term, as the work of the last week counts for no more than does the work of any other.

The teacher must, however, have definite purposes, and definitely planned work for each subject that is taught, to accomplish satisfactory results by the above method. The same kind of work will not always do for different classes. With this variation, there must be no drifting. "The better qualified the teacher is for his position" as President Noss says, "the less need there is for formal examinations." He must know the children and be able to understand, appreciate and make use of their peculiarities, mental, moral and physical. He must be broadly and professionally educated. Quoting from Pres. Wilson, of Providence, "We must have teachers of character, force and intelligence, those trained to *teach*, not merely to give *instruction*," who will work "for results in character and scholarship." Finally, as Miss Darrah of the Teachers' Training School, St. Paul, says, "Give the question of promotion less prominence, and educate the public to regard the development of children of infinitely more importance."

# THE RELATION OF SECONDARY SCHOOLS TO HIGHER EDUCATION.

By Chas. E. Hutton, of Los Angeles Normal School.

Great and important questions, whether of state, religion, ethics or education, should receive at the hands of those discussing them, careful consideration. The rights at issue should be weighed with deliberation, and the decision, when made, should give evidence of all the interests involved. The relation of the secondary to the higher schools is such a question. Each has its rights, its claims and its interests, and each is engaged in a work that uplifts mankind. Prejudice has no place in the investigation, self-interest should not be a party to the issue; breadth and clearness should be the master-spirits to direct to a solution.

This subject, in the past few years, has received and is now receiving close attention, and able men are studying it in all its phases. It is not an easy one to adjust. There are harmonious interests that cement the undertakings of each, while there are disturbing elements that do not accord. These cannot be settled by any one person, or by any faculty. The adjustment must come, if at all, from the generous recognition by both sides of legitimate claims. Educational journals teem with articles on the relations between these schools, as to the course of study, requirements for admission, shortening the college course, &c.; all of which go to show that it is by no means a settled question. It has been unfortunate for us in this State, that there has been so little discussion. Here and there it has been touched upon, but no active consideration has been given. It is a matter that will bear investigation. Higher education is receiving remarkable attention, and the more this is studied, the larger and broader will be the influence for good upon the schools concerned, and the deeper will be the interest of the people. I shall attempt to present some few phases of the relation these schools bear to each other.

They are independent as to origin and purpose. The college or university is the older, having grown out of the needs of the higher classes for educational facilities. Private schools and tutoring have until recent years been the preparatory department, and indeed this prevails in many sections even to the present time. The establishment of the University in many States has seemed to change somewhat former methods, for by being incorporated as a State institution, it has looked to the high school, from which it should rightfully receive its chief supply of students. But this has not changed the relation that higher education bears or should bear to the secondary.

The high school has grown out of the demands of the great middle class for better facilities than those afforded by the grammar schools. Increased business opportunities, large and successful enterprises, the unexampled development of national resources have improved the social condition of this class—so numerous in every community. They have secured better homes, and enjoy more of the comforts and conveniences of life. These parents, bettered in their material condition, sought larger opportunities for their children, whom they could not send to the college or the university. Says one, well fitted to speak on this subject: "The high school "is the culmination of the American common school system. "Its main office, though not its only function, is to serve as the "final stage in the course designed to prepare boys and girls "for entrance upon the duties of active life. For four rich "years this work is carried on, till the pupils are sent forth "at eighteen or nineteen in the bloom of their youth, to make "for themselves practical applications of the principles which "their teachers have aimed to inculcate."

These departments of our educational system have also an inter-dependence. The college has its positive influence upon all the lower schools; it disseminates intelligence; it honors the cause of education; it inspires the pupils of the high school with an earnest longing for greater privileges. The high school, on account of this uplift, has attained a higher standard, is more systematic in its work, and responds more readily to the thrill of enthusiasm born of the university. Therefore,

in a large measure, at least in this State, it appears that the high school has lost sight of its original design, and has become merely preparatory.

The past decade has been remarkable as to the growth of the college idea. This onward movement for greater attainments by the masses has broken some idols, venerated for their antiquity. It has cut away the absolute requirement of the classics, and has shown that a man may acquire some culture by a college education, even though he has never read, in the original, the orations of Cicero and Demosthenes.

It has also settled the question, that the man entering college is entirely competent to decide what to study, and that his line of work in the higher institution shall be in the direction of his special pursuit. These have been active agents, not only in modifying the college curriculum, but also in impressing their influence upon the secondary school. It is unnecessary to elaborate the thought or to discuss its bearing, it is only named as a factor that has been instrumental in effecting changes.

The exact relation of the high schools to higher education is not a settled question. Under the old system, when the classics were the standard, the high school held no relation to the college; indeed, it had a very precarious and unsettled existence. The development of the sciences has been the influence, that gave it character and usefulness.

If you look at the subject from the college, it is merely preparatory. It has no other function, nor any other occasion for existence. If you look up to it from the lower school, it is, or, at least, should be, a training school for the middle class. In the words of another: "With one hand the high "school lifts the pupil's downcast face till his eyes behold the "the broad horizon of human knowledge; with the other it "offers the golden key by which he may unlock every closed "door upon life's journey, to bring forth treasures, new and "old, for himself and for his community. From its portals a "few climb to higher schools, offering larger opportunities "and ampler returns; but many more turn at once to their "tasks in the world's great workshop, carrying with them in

nothing more can be said; but if it is true that such a course is not the best for the 5,775 pupils, who never enter a higher institution, then a startling fact is before us—that the high school is maintained in the interest of 225 of its pupils, or 3¾ per cent of the whole. This brings us face to face with the question—does the preparatory work for college fulfill the design for which the high school was created? That education is the best which prepares for complete living. That of the college is mainly of culture, and so the college man believes this kind of education is alone suitable for any one taking the secondary. He wishes everything to measure up to that standard. There is a large class of educated men who believe that for this majority in the high school, there is something more than mere college plans. We must face the question as it comes to us, and give these 5,775 pupils what will avail them in the highest degree—a symmetrical education. I shall not stop to enlarge upon this thought. It seems a self-evident proposition.

The courses generally adopted by the high schools of this State are three; although one more ambitious has differentiated one of them into the Commercial-English, the Industrial-English and the Horticultural-Agricultural-English. This I shall not attempt to consider. Education is not a pastime; it is drill, development, power-acquiring, broadening. The great majority in our colleges and universities are learning what they may make useful; they will become engineers, architects, scientists, professionals, teachers, all having some objective point ahead. They are gathering material, they are equipping themselves, and the higher institution that will not or cannot furnish facilities for such work, will be passed by. In the secondary school, the same law should hold, and the 96 per cent should be able to gather serviceable material for their demands. What they get should be the most practical, which they can convert into capital. Does the plan as now pursued fit in the best manner for life's duties those who do not complete the course?

On entering the high school, the pupil must elect a course. He is about 14 or 15 years old, possessed of but little judg-

ment, and less maturity. The selection is perhaps for a life-work; is he competent to decide upon so important a matter? In his education to this point, there has not been much of mental discipline. "The elementary schools teach little but "particular facts and truths; it is the high school that reveals "what is universally true. The lower schools appeal to the "eye and the ear at the present; the high school reveals to the "mind the causes of what is seen and heard."

Evidently it is a new world about to open to the pupil. Is he ready by mental process or development to select? Are his parents, possibly untrained and undisciplined, capable of determining as to the best course? I do not hesitate to affirm that proper selection can come only by the outgrowth of symmetrical education. What is the best for the 96 per cent? A science education? A literary education? Or one well-rounded, symmetrical, developing all his powers, and exercising those faculties which they will be required to use when the day of activity begins?

But these courses are mandatory, so that when the pupil enters the junior class, in any one of them, he is there to stay, save for some very exceptional reason. If he wishes to drop any subject in his regular course, and take another in a different one, of equal rank, he is not allowed to make the change. If any one wishes to take certain studies, making the complement of work for a pupil, he is refused admission. Is this placing the high school upon the plane of the greatest utility to the large majority? Is it not rather making it a mere dependence for college preparation?

Good citizenship is one of the elements of a complete education. In college work both ethical and political training, as well as culture processes, have a large share of attention. Such training comes from direct work. In accordance with law, civics has been introdnced into the higher grades of the grammar school. One would naturally suppose that the work in this line would stand in the front in our secondary schools, but it is neglected in the junior and middle classes. It is patent to all, that in the elementary schools, the study of United States History is not much more than the narration of events.

Herbert Spencer touches the chord when he says: "Suppos-
" ing even that you had diligently read, not only 'The Fif-
" teen Decisive Battles of the World,' but accounts of all
" other battles that history mentions; how much more judi-
" cious would your vote be at the next election?" The development of our national life, the stirring chain of events that produce great results, the growth of great political forces are omitted or else left to the few.

One hears a great deal of the perfection of the German schools; the French receive their meed of praise, and some turn with admiration to those of England. They all are intensely national, intensely patriotic. An English boy from the day he enters school to his graduation is surrounded by the glamour of English names in song, in story and in history. Where in the course that measures the work of our secondary schools is there any definite instruction upon this subject for the 85 per cent? Is there no patriotic literature in this land of ours? Is there not one name of all those who have contributed to our national glory, fit to be studied by our youth? Not even an Adams, a Webster, glowing with devotion at Bunker Hill, or perhaps even a Lincoln, uttering patriotic words on the historic ground of Gettysburg? These men may not speak in style so pure, in words so apt, in rhetoric so finished, in periods so grand, in elegance so matchless, as did a Burke, but the rugged words and inspiring thoughts of our own men are doubly precious. Spartan valor came from the patriotic models of her own State; Roman prestige grew under the glory of her own sons; France, Germany and England lift high their own heroes in their schools. Shall we banish from our secondary schools all reference to the men whose determined stand built up our national honor? Shall we ignore the burning thoughts of those who plead with such devotion for free institutions? Shall we in our schools neglect all teaching upon patriotism, and permit the strength of devotion to wane in the great strife of business? Is classical English of more moment than patriotic utterances? Is the literature of another people of greater value to us as a nation than the historic associations that cluster around the words and language of our own statesmen?

Therefore the relation between these schools is not such as should exist. It is all one-sided, and the secondary does not, and cannot, under present conditions, do what it ought. The course is made especially and solely for higher education. A prominent head-master, in an article in the *Educational Review*, asserts: "It is right that the colleges should consider "first their own needs; it is not right that the highest inter- "ests of the schools should be disregarded. Recently the "subject of shortening the college course by a year was dis- "cussed with great vigor and earnestness, at least in New "England. Such a step was certain to react upon the schools "directly and powerfully, but who, in all that discussion, saw "so much as an allusion, or, at most, more than allusion from "any college source, to its effect on the schools? College "presidents and professors joined in the debate, but each and "all utterly ignored the schools. To their minds evidently "college education is a thing apart, distinct in its nature, "scope and aims, not a continuation of secondary educa- "tion."

A symmetrical education is the needed force, and this is secured by a single course. A pupil trained in each of the main lines of study will be well-rounded and better fitted for any duty. I do not believe, because a boy 15 years of age thinks he should take the science, that that is the best for him. Mental work gives power and strength, and these come largely from grappling with difficulties outside of one's likes and preference. An article in a recent number of the *Pacific Educational Journal* from the pen of a scholarly teacher asserts that, "No one can deny that for the purposes of the univer- "sity these requirements (the approved course) are excellent, "but for the purposes of the high school—the people's col- "lege—they are not altogether suitable."

It is well known that mental processes are not the choice of the average boy; he cannot keep his grip, he loses interest and is gone. Our schools need not so much mere culture as they do what I may call holding power.

"Every child is sure to be interested in something, so that "if he can see that other things are related to his favorite

" ones, life at once broadens before him. The basis of inter-
" est in study is laid when he finds in the subject-matter of
" instruction that which appeals to his own thinking as valu-
" able." It is well known that for cultivating the judgment, for developing observation, for inciting to keen perception, for deducing results, the study of the sciences is especially strong, indeed more than the mathematics. This subject then is important in every part of the high school work, but it does not in two of the courses seem to be so held. We need more of the practical and useful; we need to have them trained in commercial work,—book-keeping, business methods, practical arithmetic,—in such a way that they shall know something of them; perhaps also some form of manual training. It is not necessary to reduce the school to a business college or a manual training school, but rather to teach the subjects with some thoroughness. Unfortunately it is not done now, and cannot be, while the present system prevails.

This indicates in a general way the line of work, but it cannot be done, until some changes occur. It must be clearly defined that the 85 per cent need more to be able to write accurately and well than to study critically any author on the list, that they require specific training for useful activities. The course is too burdensome to allow this, and it is evident to all, that what are the practical and useful studies of these schools are there more through courtesy than for profitable work. The course then needs modifying, lightening and emancipating. Let the secondary breathe a little of the free air, and have a course that will give it some range for local needs. Now, for any such purpose it is useless.

Communities differ as to their requirements, and it is not too exacting to say, that the first demand of the school is for its local interests. Ninety-six per cent of the pupils will find avenues for work in that section. The second and subordinate interest is for the higher education. I do not hesitate at all in determining this; on account first, of the numbers, and secondly that college plans for education are not successful methods with the large majority. Examine the communities in this State, in which there are high schools. You will find

interests that pertain alike to all, and then you will find many others that are local. These are the first and the best for that people.

The requirements for admission to the University should be elective. If a pupil has been under good training, and is ambitious for a college education, he will succeed. There are certain lines of study that make brain-power, and that is what the collegemen are seeking for. There is not one only line that gives power, and there is but little justification for the pupils of these schools being held down so tightly to certain specified requirements. In the light of the great advance in these last years, it is no difficult matter to show conclusively that open lines of work for admission, an elective requirement in fundamental principles, is the logical outcome of the new methods.

It is not the purpose of this paper to divorce these schools; nor to desire to withdraw the influence of the college idea. It is right and proper such influence should exist, but it is not right and proper it should dominate the whole life and being of the high school. The independence should be maintained, but the inter-dependence should not be destroyed. The people expect this latter shall exist, but not at the expense of very many of the rights of the secondary.

I am not unmindful that our higher institutions all over the land have been largely instrumental in developing secondary education; that the influence of men of culture uplifts the whole mass; that the college or university ahead of the high school strengthens the latter.

There should be no opposition to higher education. It would be an immense advantage to the commonwealth, if 75 per cent of the pupils of our high schools could reach the clusters of rich fruit, that may be gathered in the college. But such is not the case, and such a condition can never be realized. While this is true, it behooves the general welfare to handle the subject as it is, to place it in the reach of every boy and girl within the walls of a secondary school to secure for himself what is most needed, to enable him to fall readily into line, because of his education, in the great activities of the

world's business, to be well-rounded as to his mental powers, so that he may have breadth as well as some depth, and to be able to gather from the infinite sources around him the pleasure that comes to the soul in the enjoyment of what is good and true.

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CALIFORNIA COUNCIL OF EDUCATION.

# FIRST REPORT — 4th

— OF THE —

# Committee on the Course of Study for Elementary Schools.

OAKLAND, CALIFORNIA.
1896.

## REPORT OF THE COMMITTEE OF THE CALIFORNIA COUNCIL OF EDUCATION ON THE COURSE OF STUDY FOR ELEMENTARY SCHOOLS.

*To the California State Council of Education :*

GENTLEMEN : Your committee, appointed at the meeting of the State Council in Santa Cruz, December 28, 1894, to consider the question of a uniform course of study for the elementary schools of this State, begs leave to present the following report of progress :

It was apparent from the outset that the task assigned to this committee was a difficult one. Probably no one who has seriously studied the problem feels competent to give a final answer to all or nearly all of the perplexing questions it suggests. Yet it seems clear that, even in the present unstable condition of educational thought, a decided improvement of courses now in use is possible. In particular, courses which may have been framed with reference to one or two controlling ideas can hardly fail to receive advantage from an all-round consideration of the subject from various points of view. An eclectic course, taking indiscriminately, a little here from one school of thought, and a little there from another, is certainly not desirable; but a course framed deliberately and with definite purpose, after a broad and catholic examination of the subject, is eminently to be desired.

Your committee does not interpret its commission as requiring it to prepare a course, complete in all details. We submit that a course that should be absolutely uniform for all sections of this great State could not be the best course for all sections of the State. Yet we believe that a far-reaching unification of courses is both desirable and possible. It is only in minor details that a good education for a child in Siskiyou county differs from a good education for a child in San Diego county. An examination of the courses of study now in use in the various counties and cities of the State shows less of fundamental difference among them than is sometimes supposed to exist. In two respects this State has especial advantages as regards the unification of courses of study. The same series of text-books is in use in all of our public schools; and the schools of each county are organized and conducted under a uniform curriculum, prepared in each case by the County Board.

However, it seemed best to your committee not to prepare at once even the outline of a course of study, and propose it for general adoption in the counties and cities of the State. We realize the fact that the course of study is not the real educator; the teachers in our schools are the real educators, and the course of study is intended to serve as a guide and help to them. To accomplish its true purpose, the course of study must be so inwrought with the educational thought and purpose of the teacher who is to administer it that teacher and curriculum shall together constitute a compact unit of educational influence. To impose upon the schools *ab extra* a course of study, no matter how good in itself, would be to encumber our educational David with the armor of Saul.

What is desirable is a course deeply rooted in the educational consciousness of the State—a course in process of healthy growth and not an article of manufacture. With these considerations in mind, the committee proposed a plan of procedure which should extend over several years; which should enlist the coöperation of all of the teachers of the State; the progress of which should be indicated by a series of annual reports, each one going further into the subject than did its predecessor. For the year 1895, the following definite plan was proposed for securing the coöperation of the teachers of the State: That all city and county superintendents of schools be invited to set apart at least one half-day of the teachers' institute for the year, to be devoted to the discussion of certain questions proposed by the committee; that the results of these discussions be summed up in some form of statement to be transmitted to the committee; and that previous to the assembling of the institute, and also following thereafter, all of the teachers be requested to devote as much time and thought as possible to the study of the problem proposed. Especial emphasis was laid on the importance of this thorough study on the part of the teachers and a number of works were suggested for reading, especial emphasis being laid on the reports of the Committees of Ten and Fifteen. The teachers were moreover asked to observe carefully the children in the schools, with a view to a better determination of the actual effect and relative value of the several studies. Every effort has been made to secure the formation of intelligent opinion rather than the advocacy of preconceived notions.

As a guide to study and discussion for the year, the following seven questions were proposed:

1. Of the four great branches of study enumerated by the Com

mittee of Ten, viz.: Language (including Reading, Writing, Language Lessons, and Grammar), Mathematics (including Number Work, Arithmetic, etc.), History (including Literature and History proper), and Natural Science, should all be studied in each of the elementary grades?

2. If any are to be omitted in any of the grades, which, and in what grades?

3. If all should be pursued, what proportion of time should be given in each grade to each of the four branches?

4. Can any one study be designated in each of the grades which should be regarded as the chief study of that grade?

5. Should any one of the four great branches receive a notable increase of attention over that which it now receives in the practice of the schools?

6. How far and in what way should the natural tastes and aptitudes of the children be taken into account in determining the work of any given grade?

7. How far and in what way should the work be determined by the prospective life-work of the children?

These questions and suggestions were all embodied in a circular addressed to school superintendents and county boards of education of the State of California. The closing paragraphs of this circular read as follows: "If the plan here proposed meets with your approval, may we ask you to present it to your teachers, and enlist their hearty coöperation in carrying it out? Will you kindly send us within one week of the close of your institute a copy of any statement or resolutions bearing upon the subject which your teachers may have adopted? We should be particularly pleased to have added to such expression of the views of your teachers an expression of your own views upon the subject. It is our purpose to embody the results of our inquiry in a preliminary report, to be presented at the meeting of the Council of Education next December, and to be made the basis of discussion for the year following. In counties and cities where the institute for the current year has already been held, we would suggest that the attention of the teachers be called to these questions, and preparation be made for their discussion in the next institute; but that in the meantime the superintendents and county boards send us an expression of their own views in response to these inquiries, to be embodied in the December report."

"The committee has not been authorized to incur so great an expense for printing and postage as would be involved in sending a copy of this circular to all the teachers of the State. We should esteem it a great favor if superintendents would undertake to send out from their own offices a circular embodying the whole or the chief part of the matter here presented."

Copies of this circular were sent also to a number of the leading educators of this State and of the East, and expressions of their views solicited.

The remainder of our report falls naturally into three divisions: I. A summary of the responses to this circular. II. Such discussion of the questions proposed as the committee is prepared to present. III. Definite proposals for the continuance of the inquiry.

## I. Summary of Responses to the Committee's Circular.

From beyond the Mountains, we have received letters relating to the subject under consideration from Mr. J. M. Greenwood, Superintendent of Schools, Kansas City, Mo.; Prof. B. A. Hinsdale, of the University of Michigan; Prof. Charles A. McMurry, of the Illinois State Normal University; Principal Francis W. Parker, of the Cook County Normal School, Chicago; Principal E. A. Sheldon, of the State Normal School, Oswego, N. Y.; and Dr. Emerson E. White, of Columbus, O. We present herewith the text of these six letters:

### SUPERINTENDENT GREENWOOD.

Mr. Greenwood writes as follows:

"I will reply to your questions seriatim:

"1. In the elementary grades all the four great branches should be studied, but not with equal stress. Small pupils can do little with the third group. The emphasis should fall on the first and second, and the fourth should be worked out chiefly through geography. History and geography are so closely related that they may be treated together, in part. What literature is introduced should go with reading.

"2. In the first, second, third, fourth, little can be done in either literature or history. The literature must be learned chiefly from the reading books in all common school grades, and history from easy biographical narration till the seventh year. In the grades below the sixth or seventh, I think it should be introduced incidentally rather than purposeful. Young children, as a rule, can read simple biography, but not history, to an advantage. A great danger to be avoided is that of introducing too many studies. Mental anarchy ensues in that case, and the learner's powers are weakened.

"3. The greatest amount of time should be given to the first group; the least to the third, and about equal time to arithmetic and geography.

"4. Yes; I think so.

"5. Only in exceptional or degenerate cases, should there be a difference. Besides, I would include in the course music and drawing.

"6. In reply to this question, I do not see how any one can tell at this stage of the learner's progress what will be best in a special line of work. I am clearly of the opinion that specialization should not take place, unless the learner is a genius or has a tendency toward insanity, below the third year in the high school."

PROFESSOR HINSDALE.

Professor Hinsdale writes as follows:

"I make such answers to the questions contained in the circular that you have sent me as the demands upon my time and energies permit. If I were to elaborate my ideas fully, I should not conclude until I had finished an extended dissertation.

"1. I answer this question in the affirmative. It must be distinctly understood, however, that the work, in all the branches of study named, must be carefully adjusted to the capability of the pupil. This is a particularly important observation in respect to some of the studies or divisions of studies. Of course, formal history and formal natural science cannot be taught in the first grades, but the same kind of stuff that is afterwards used in the elaboration of formal history and formal science.

"2. This question has been answered by implication above.

"3. This question I am unable to answer in set terms. I have not worked out a careful distribution of the time of the school day, and cannot now undertake that problem. In general, the things that are taught in schools may be divided into two classes: The elementary school-arts, such as reading, penmanship, drawing, composition, the elements of arithmetic, and singing, and the studies proper, such as history, literature, science, and mathematics, properly so called. What I call 'the elementary school-arts' are instruments or tools, and my judgment, based on considerable observation and reflection, is strong to the effect that in the early grades they should be emphasized, though not by any means to the exclusion of reality or subjects proper.

"4. To some extent an answer to this question is involved in my answer to question 3. I believe in 'concentration' when I am allowed to define it, but have never been persuaded that the highly technical ideas propounded by some pedagogists in relation to that subject are true or useful. I am hardly prepared to answer the question in the affirmative as it stands. But a particular study should receive more attention in some grades, and in some grades less. Thus, in my view, the language-arts, speaking, reading, and composition (called, perhaps, 'language') should be very prominent in the beginning of the elementary school course.

"5. History and natural science would bear more emphasis in the elementary schools than they at present receive. I use the term 'history' in the sense of the question, including literature and history proper.

"6. The work of any and every grade should have primary reference to the natural tastes and aptitudes of children, using that language in a rational sense. It is not my observation, however, that children who fall into the earlier school

grades really differ very widely in what may be called natural tastes and aptitudes. As a rule they are interested in about the same things. There is not in my view, therefore, any great difficulty in making up courses of study that shall meet these tastes and aptitudes. My observation is that any child who may properly be called normal can be interested, as a rule, in any work that we have any business to put in the lower elementary grades. In the decided sense of the terms, 'natural tastes and aptitudes' of children declare themselves later than the years with which we are here dealing. Of course some difference is observable at an early age in particular cases

"7. The prospective life work of children, using that language in a broad sense, ought to determine the work that is done in the elementary schools altogether. School education should be a fitting for life work. At the same time, children generally need the same preparation in their early school experience. Specialization of studies, based upon narrower ideas of prospective life work, should be deferred until the elements or fundamentals of education have been taught. All children in the United States, no matter where they live, need to study language, they need to study mathematics, they need to study history, they need to study natural science, and their prospective differences of life work are not such as to require or to justify specialization of instruction until a considerably advanced stage has been reached in the schools. I am in favor of introducing Latin as an elective into the grades as early as the seventh year, and possibly some other work that is now done in high schools, provided it can be done without friction. Beyond that I see no necessity for specialization in studies below the high school, as growing out of question 7."

PROFESSOR McMURRY.

Professor McMurry's communication is as follows:

"The following answers are submitted to the seven questions in the circular:

"1. Yes.

"2. In the lower grades the studies are not so distinctly isolated from each other. The studies differentiate themselves more and more from each other as we advance in the grades. In the first and second grades it is more difficult to lay out a definite course of lessons in natural science and literature as clearly distinguished from the other studies, than in higher grades. It may be well to omit number work in the first half of the first grade, although some number exercises may spring up incidental to the other studies.

"3. The following division of time among the studies is suggested:

Reading. One recitation daily.
Arithmetic. One recitation daily.
Natural Science. One recitation on alternate days.
Literature or History. One recitation on alternate days.
Language lessons and Grammar on alternate days.
Geography on alternate days (3d, 4th, 5th, 6th, and 7th grades).
Writing on alternate days.
Drawing on alternate days.

"This programme may be modified somewhat in the primary grades and in the grammar grades, but it serves for a general average.

"4. No. The principal studies seem to hold about the same relative importance throughout all the grades.

"5. Yes. History and Literature should find a much more abundant use in our common schools, especially the best of American writers and historical narratives. This should be true both in the reading lessons and in history and literature lessons in all the grades.

"Natural Science also should be taught more systematically according to definite outlines in every grade. As yet, however, no well defined course in Natural Science stndies has been worked out for the use of teachers. In order to give these studies their proper time and place in the school programme, two things will be necessary; first, to curtail the time now given to some of the other studies; second, to reduce several of the studies to half time with recitations on alternate days.

"6. So far as children generally show certain natural tastes and aptitudes at a given age, the materials of instruction should be adapted to these conditions. We should give the children in any grade instruction in which they can take a strong and lively interest. The theory of the Culture Epochs suggests a criterion with which to determine the suitableness of materials for any given age.

"7. The course of study in the common schools through the eight grades should not be influenced by the particular occupation or life work which awaits them. In the common schools children should be taught those things of universal value to all, no matter what their life business may prove to be."

COLONEL PARKER.

The following answers have been received from Principal F. W. Parker:

"1. All the branches here enumerated should be used as means of developing the character of children, from the first to the eighth grade inclusive.

"2. See answer to first question.

"3. The only possible guide to regulate the proportion of time would be found in the effect of the subjects upon the lives of the children. This question, then, can only be answered by long and careful application of all the subjects.

"4. We do not, at present, know enough of the effect of the different subjects to assign any one study the most prominent place. All we really study is life, and the laws of life. We study man and nature, and we must have far more experience than at present to know the effect of these two main branches of one subject, and to decide which has the strongest influence in the development of character.

"5. The central or main subjects may be designated, as: geography, geology, meteorology, mineralogy, physics and chemistry, botany, zoölogy, anthropology, ethnology and history. Reading, observation and hearing languages, are *processes of thinking*, and therefore, in this sense, not subjects of thought, but ways of thinking. Mathematics, for instance, form, geometry and number, are modes of judgment. These modes of judgment must be properly exercised by attention to the central subjects. The modes of expression are not subjects in themselves; they are, on the intellectual side, means of enhancing thought power, and on the moral side, of developing the motive in the child. The great resources,

first five months of the child's school life. The drawing, I believe, should begin with the oral expression. Later, certainly not within the first year, they may begin to write. Writing is more difficult than drawing; drawing is more natural to children. The drawing I would have with color, with a brush, put on in a free way. Instruction in drawing, that is in principles or methods of work, ought not to be allowed to interfere with the freedom of the children in expressing themselves. If formal instruction were given, it would be sure to interfere. I believe such formal instruction should not be given at any rate during the first three years of the children's school life. I am not sure as to the best time to begin. In spelling I would never have any formal instruction. They spell as they write, only be careful that they never spell words incorrectly.

"Geography includes all the sciences, and in all this nature study and literature and history we are preparing for the more formal study of geography, and it should come later in the course. If you ask me when to take it up, I must answer as in the other cases—I do not know. This depends upon so many conditions that I could only answer knowing such conditions. I send you inclosed a sort of tabular view of the grouping I have indicated.

"I realize that in this brief way I have very imperfectly expressed my own ideas in regard to this great subject. I am sure you will consider it very unsatisfactory. It is unsatisfactory to myself, but from it perhaps you will get some idea as to the thought that is in my own mind in regard to the proper grouping of studies. I am very glad to contribute in any small degree to the great work you are doing in California in the department of education. I think you are doing more than any other State in the Union. We all look to you for the best that is being done in educational work. I trust you will do me the kindness to send me, from time to time, the reports that may be published in regard to your proceedings. Since my visit to California, my interest in your great State has been highly augmented, and I am especially interested in your educational movements. I hope I may be able to keep in touch with them. Let us both give and take."

DR. WHITE.

Dr. E. E. White writes as follows:

"I am pleased to learn that the State Council of Education of California has undertaken so thorough an investigation of the course of study for elementary schools, but may I express my surprise that this investigation is to be put upon the imperfect basis of the report of the Committee of Ten—a committee not instructed to investigate elementary instruction, and, I may add, a committee not well qualified to make a guiding report upon the subject? The *elementary* course of instruction is the weak feature of this suggestive report. Much of it I cannot accept. I will send you in a few days a review of the portion relating to arithmetic.

"The enumeration of the branches that should constitute the elementary course is obviously *defective*. It does not, for example, include drawing or manual construction of any kind, and is silent respecting instruction in *duty and manners*. The attempt to make history include literature proper, and natural science geography, is an illustration of the confusion into which the elementary studies are thrown by the attempt to divide them into *four branches*.

"It is impossible for me to answer the committee's questions intelligently

on the basis proposed. What is meant by *literature as a branch of history?* Why does not reading more properly include literature? What are the children to read? Does not reading include *what is read?* Again, what is meant by 'grammar'? If the science of language, or technical grammar, is meant, it clearly does not belong *below* the seventh school year.

"Were I to discuss the questions proposed, I should wish to make a somewhat different classification of the elementary branches. I should wish to use terms that have a definite and well-understood meaning. I would call a spade a spade, and not a machine.

"But let me give a *hint* on several of the questions.

"1 and 2. Grammar proper should not be taught in the first six years. The time for language in these grades should be devoted to the *art* of language, and the training should be *synthetic.* History *proper* has no place in the first years of the course. I do not call stories, myths, and biographies (such as are told children) history. Lessons on plants and animals (facts of observation) should be given early; but are these *facts*, as taught the first three years of school, natural *science?* Have the Indians a knowledge of the natural *sciences?* What is the distinction between *common* knowledge (the result of common observation) and *scientific* knowledge? What is meant by the *scientific phase* of school instruction?

"You see that we must define our terms before we attempt to make statements as a *basis of pedagogy.* The present tendency to use vague, comprehensive words is confusing pedagogical discussion.

"3. What is said above applies to this question. Language and mathematics, as defined, should be taught in all grades. The terms 'History' and 'Natural Science' are too indefinite, as here used. We judge that the proportion of time will vary in the different grades.

"4. If by *'chief'* study is meant the study that receives most time and attention, clearly language, as defined, should be made the chief study. If by 'chief' is meant central and *inclusive*, no one of the elementary branches is in this sense a 'chief study.'

"5. I am inclined to think that nature studies, not necessarily natural *science*, should receive an increase of attention; also history and literature in the proper grades. But the studies just now needing special emphasis are 'morals and manners' and the art studies—not included in the 'four great branches.' The schools should put character before learning.

"6. The natural tastes and aptitudes of children *as a class* should, of course, be taken into account in determining the work of each grade. 'School instruction, both in matter and method, should be adapted to the capability of the learner,' is a sound principle of pedagogy. The learner's capability includes natural aptitude and taste; but the question may refer to those *individual* aptitudes and tastes in which pupils differ. I know of but one way to determine a child's aptitude and taste for a given study, and that is to teach him at least its elements. A child's taste for anything depends somewhat on his *knowledge* of that thing. Of course, a child can show neither taste nor aptitude for that of which he is entirely ignorant. In brief, a child's tastes and aptitudes cannot be divined *de novo.* His dislike for a study that he is pursuing, may be due entirely to his approach to it or the manner in which he is taught. In my judgment, there is a large amount of nonsense current on the following of the individual tastes

and aptitudes of young pupils. 'If the blind lead the blind,' where will both fall? It is vastly more important to know the *common* tastes and aptitudes of children in school instruction than to know their individual tastes and aptitudes which are changing from term to term. No course or method of instruction can be based on the *differences* of pupils in the same class or grade. These differences are met by modifications or adaptations of the general method to the individual pupil.

"7. The work of the school should be chiefly determined by the fact that its chief end is manhood and womanhood. Duty is the great life-work of man. School instruction should not be determined by the prospective pursuits or occupations, and, for one good reason, no one can possibly guess the future trade or pursuit of a young child. School training should be 'an apprenticeship in right living,' as the French Programme puts it, and a *general preparation* for all pursuits and callings. You do not wish me to give an opinion on the extent to which the State may provide *special* schools to teach given trades. I take it that the question relates to *general* education—the education provided for all youth.

"Please excuse any dogmatism that may appear in the above answers. Opinions, if real opinions, are liable to be positive, if not dogmatic."

IN CALIFORNIA.

The tables given below summarize expressions of opinion relative to the elementary course of study, which have come to the committee in the following forms:

*a.* Resolutions adopted at the institutes of the following counties: Humboldt, Kern, Sacramento, San Joaquin, San Luis Obispo, Santa Clara, Santa Cruz, Stanislaus, Tehama;

*b.* A tabulated summary of the views of 100 teachers of Monterey county, prepared by Mr. J. B. Hickman;

*c.* A tabulated summary of the views of 215 teachers of the city of Los Angeles, prepared by Mr. W. O. Lowe;

*d.* Letters from the following individuals:

*From Oakland:* Superintendent J. W. McClymonds; Mrs. M. J. Ayres, Mrs. Sarah B. Byrod, Misses M. Burrows, Bertha Feibush, C. N. Gibson, C. E. Reed, Flora R. Smyth, Stella G. Trask, and A. L. Zabel, of the Clawson school; Miss H. M. Mullen, of the Harrison school; Miss A. F. Aldrich, of the Lafayette school; Miss Elizabeth Powell, of the Grant school; Mrs. Ellen Gibbs, of the Garfield school.

*From San Rafael:* Miss McAllister.

*From the State Normal School, Los Angeles*, Dr. Edw. T. Pierce.

*From the University of California:* Mr. Frank Dunn.

As might be expected, the reports from different quarters vary considerably in the form in which they are presented. Some of these differences necessarily appear in the summary as here given. Very

few of the reports gave direct and unqualified answers to the seven questions asked. The qualifications and explanations added much to the value of the reports; they added, too, to the difficulty of tabulation. The attempt has been made to incorporate into the tables every idea explicitly set down in the material at hand. A word or two of caution in regard to the interpretation of the tables seems necessary.

1. As noted above, some of the respondents have qualified their answers in various ways; for instance, by a change in the definition of the terms used in Question 1.

2. It is possible, in some cases almost certain, that qualifications of replies, similar to those which some have explicitly stated, existed in the minds of respondents who have not expressed them. The tables summarize the received replies at their face value.

3. Opinions not really at variance may appear to be so, because they have been expressed by persons laboring under very different conditions. In fact, it will be impossible to understand fully any of the answers to Question 5 without knowing the exact historical view upon which it is based.

4. Several respondents have expressly mentioned geography. Some classify it with the History group, others with the Natural Science. Doubtless all from whom replies have been received had geography in mind; but in cases where it is not mentioned, it is impossible to tell just what place has been assigned to this branch. The form of the question proposed was not such as to obviate this ambiguity.

5. It is quite evident from the tables that the allotment of more time to one subject than to another is not always intended to imply that the former possesses greater educational value than the latter.

6. Some respondents replied to only a part of the questions. Any attempt at averaging replies on the basis of the total number of replies as given above would, accordingly, be misleading.

7. It goes without saying that the committee makes no attempt to settle any question by a majority vote. This summary has a value, however, as indicating the present drift of educational opinion in the State.

The questions of the committee are answered as follows:

QUESTION 1.

Yes: Humboldt, Kern, Sacramento, San Joaquin, San Luis Obispo, Santa Cruz, Stanislaus, and Tehama counties; 45 per cent. of

the teachers of Los Angeles; 60 teachers of Monterey county; Ayres, Burrows, Byrod, Dunn, Gibbs, Gibson (as far as possible), McAllister, McClymonds Pierce, Reed, Zabel.

QUESTION 2.

Technical grammar omitted in first six years: San Luis Obispo county; McAllister.

Grammar omitted in all elementary grades: Aldrich.

All but language omitted in first grade: 1½ per cent., Los Angeles.

Mathematics omitted from the first grade: 3, Monterey county; Aldrich (also from half of second grade), Pierce;—from grades two to five, seven, and eight: each one teacher of Monterey county.

Number omitted from first grade: 44 per cent., Los Angeles; Feibush, Mullen, Powell, Trask (may be omitted without disadvantage).

Number from first and second grades: 8 per cent., Los Angeles; Smyth.

Abstract number work from the first two years: Gibbs.

History from the first grade: 8 per cent., Los Angeles; 8, Monterey county; Aldrich (also first half of second grade), Powell.

History from the first and second grades: 4 per cent., Los Angeles; Powell;—from the first three grades: 10 per cent., Los Angeles.

History (proper) from all primary grades: Mullen;—from the first four grades: 5 per cent., Los Angeles;—from the first five grades: 5 per cent., Los Angeles;—from the first seven grades: 2 per cent., Los Angeles.

In addition to those already enumerated, teachers of Monterey county would omit History in specified single grades as follows: second grade, 7; third grade, 5; fourth grade, 2; fifth grade, 1.

Natural Science from the first grade: 3 per cent., Los Angeles; 7, Monterey county;—from the second grade: 24, Monterey county;—from the third grade: 21, Monterey county;—from the first three grades: 4 per cent., Los Angeles;—from the fourth grade: 18, Monterey county;—from the fifth grade: 7, Monterey county;—from the first five grades: 5½ per cent., Los Angeles.

QUESTION 3.

Carefully prepared tables of time allotment have been sent in, both by counties and by individual correspondents. It would be a very difficult matter to sum up all of these tables in one, and very

little would be gained from such a summary. We select, accordingly, two examples, which may serve as representatives of the whole number. The first is that prepared by the Santa Cruz County Institute:

| | Primary Grade. 1st, 2nd, 3rd Yrs. | Intermediate. 4th, 5th, 6th Yrs. | Grammar. 7th, 8th, 9th Yrs. |
|---|---|---|---|
| Language | ½ of the time | ⅓ of the time | ¼ of the time |
| Mathematics | ⅙ " | ¼ " | ¼ " |
| History | ⅙ " | ⅙ " | ¼ " |
| Science | ⅙ " | ¼ " | ¼ " |

The second was prepared by the joint institute of the city and county of Sacramento. The numbers represent the per cent. of the whole time given to the group of studies indicated:

| Grade. | Language. | History, (including Literature). | Arithmetic. (Numbers). | Natural Science, (including Geography). |
|---|---|---|---|---|
| 1 | 85 | 5 | 5 | 5 |
| 2 | 50 | 20 | 15 | 15 |
| 3 | 50 | 15 | 25 | 10 |
| 4 and 5 | 50 | 15 | 20 | 15 |
| 6 and 7 | 40 | 15 | 25 | 20 |
| 8 and 9 | 35 | 20 | 25 | 20 |

The Institute of Kern county did not think it advisable to make any specific allotment of time, but presented suggestions regarding the proper treatment of Nature Studies, Mathematics, and History.

The Institute of San Joaquin county concurred in the main with the tabulated apportionment of time given in the report of the Committee of Fifteen. The points of difference are set forth in a table published, together with the remainder of the report of the same institute, in the *Pacific Educational Journal* for December, 1895.

QUESTION 4.

No: Kern, San Joaquin, Santa Cruz, and Stanislaus counties; 16 per cent., Los Angeles; Dunn, Gibbs, Trask.

None in the ninth grade: Tehama county.

None in the last four grades: Santa Clara county.

Language throughout the grades: Sacramento and San Luis Obispo counties; 55 per cent., Los Angeles; 14, Monterey county; Aldrich, McClymonds, Pierce.

Language in the first grade: Smyth;—in the first three grades: 9 per cent., Los Angeles;—in the lower grades: Ayres, Byrod;—in the primary grades: Feibush;—in the first four grades: Burrows, Zabel;—in the first five grades: Santa Clara and Tehama counties;—in the first six grades: Gibson;—in the first two grades, Language, in the grades above, Language with Literature: Mullen.

Reading in the first and second grades: Powell;—in the second grade: Smyth;—in the first four years: Humboldt county;—in the primary grades: 13½ per cent., Los Angeles.

Language and arithmetic throughout the grades: 2½ per cent. Los Angeles.

Mathematics in the third and fourth grades; Reed;—in the sixth and seventh grades: Tehama county;—in the ninth grade: Palmer.

Number in the fourth and fifth grades: 9 per cent., Los Angeles.

Arithmetic in the fifth, sixth, and seventh grades: Humboldt county.

History in the last four years: McAllister;—in the eighth grade: Tehama county.

Literature in grades 8 to 10: Humboldt county;—in the seventh and eighth grades: 9 per cent., Los Angeles; Gibson;—in the eighth grade: Smyth.

Natural Science in the first five years: McAllister;—in grades five to eight: Zabel.

Science and History coördinated: Palmer.

QUESTION 5.

Yes: 3 per cent., Los Angeles.

None: 13 per cent., Los Angeles; Byrod, Powell, Trask.

Language: Sacramento, San Luis Obispo, and Santa Cruz counties; 55 per cent., Los Angeles; 18, Monterey county; Ayres, Gibson. Pierce.

Mathematics: 4, Monterey county; Dunn.

Mental Arithmetic: 1½ per cent., Los Angeles.

History: Humboldt, Kern, Sacramento, San Joaquin, Santa Cruz, and Stanislaus counties; 9½ per cent., Los Angeles; 8. Monterey county; Dunn, McAllister.

Literature: 3½ per cent., Los Angeles; Pierce

Geography: 1 per cent., Los Angeles.

Reading: 6 per cent., Los Angeles. Oral Reading: Mullen.

Natural Science: Humboldt, Kern, San Joaquin, San Luis Obispo, Santa Cruz, Stanislaus, and Tehama counties; 9½ per cent., Los Angeles; 37, Monterey county; Aldrich, Burrows, Dunn, McAllister, McClymonds, Smyth, Zabel.

Observation work in nature study: Gibbs.

QUESTION 6.

Yes: San Joaquin and Stanislaus counties; 9 per cent., Los An-

geles; (as far as possible, 3 per cent., Los Angeles); 19, Monterey county; Aldrich, McAllister.

Yes, if the question means by tastes and aptitudes, those peculiar mental qualities which, according to the laws of mental development, characterize children's mental attitude at various stages: Sacramento and Santa Cruz counties; 6 per cent., Los Angeles; Ayres, Dunn, McClymonds, Reed.

No: Humboldt (except in rare cases of special talent), Kern (special tastes to be encouraged, but not to the detriment of other work), and Tehama counties; 30 per cent., Los Angeles (in lower grades); 1 per cent., Los Angeles (except in high school work); 48, Monterey county; Burrows, Byrod (under class system), Gibson, Mullen (under the system of a single course of study for an entire city), Powell and Trask (under class system), Zabel (except in cases of rare special ability).

QUESTION 7.

Yes: 19 per cent., Los Angeles; 22, Monterey county (in last two years, 2, Monterey county); Ayres, Byrod, Smyth.

Yes, if life-work means duty as a citizen: Kern, San Joaquin, San Luis Obispo, and Santa Cruz counties; Dunn, Trask.

No: Sacramento and Tehama counties; 60 per cent., Los Angeles (in first three grades, 13 per cent., Los Angeles); 55, Monterey county; Burrows, Feibush, Gibson, McAllister, McClymonds, Pierce, Zabel.

No, if life-work means some particular trade or profession: Kern, San Joaquin, and Santa Cruz counties; Dunn, Trask.

Work should be as practical as possible: 8 per cent., Los Angeles.

The environment of the county should determine the course of study: Humboldt county.

Your committee is aware that much careful work has been devoted to this subject during the year, which is not represented in this tabular statement. A valuable report, prepared by the faculty of the State Normal School at San José, reached the committee too late to receive the extended notice which it deserved. Printed copies of this report have been issued. It will repay careful reading. Resolutions were prepared in the county institute of Lake county, but have not yet reached the committee; reports received from Calaveras, Fresno, and Solano counties are omitted from the tables for the reason that their form does not lend itself to tabular presentation; the first report received, a personal letter from a member of a county board in the northern part of the

State, was unfortunately lost before the work of tabulation began; a letter received from Principal F. L. Burk, of Santa Rosa, referred to elsewhere in this report, discusses the general subject rather than the questions in detail; and letters received from ten teachers in the Tompkins school, Oakland, relate chiefly to a particular grade each, and so do not readily admit of tabulation in the statement as submitted above. The committee's circular was reprinted, either as a whole or in part, in the following counties: Alameda, Humboldt, Kern, Sacramento, San Joaquin, Santa Clara, Tehama. Mimeograph copies were prepared and sent to all of the teachers in San Rafael. Printed reports were issued after the institute in Humboldt and Santa Cruz counties. Doubtless other work of value along similar lines has been done which has not come to the knowledge of the committee.

## II. Discussion of the Questions Proposed.

Of the questions proposed by the committee, the most fundamental are those numbered 6 and 7. It is evident from the answers sent in to the committee that these questions have been variously interpreted, and a restatement seems desirable.

It was not the intention of the committee that these questions should relate to individual differences among pupils. They were meant to be of general application, having to do with those broad psychological characteristics in which all children share, and those broad social conditions to which all are, in divers ways and varying degrees, subject. The question of the weight to be attached to individual differences may reasonably receive separate consideration.

Your committee would accordingly propose the following revised form of questions 6 and 7:

6. How far and in what ways should the work of the several grades be determined by the prevailing tastes and aptitudes of children of the age commonly found in each of those grades?

7. How far and in what ways should the work of the several grades be determined by the need of preparation for the duties of life in human society?

We would also propose the following additional questions:

8. Are there other general principles which should have influence in the determination of the course of study?

9. How far and in what ways should provision be made for the recognition of individual differences among pupils?

In the questions as originally proposed by the committee, these

fundamental inquiries were placed at the end of the list. This arrangement was intentional. We believed that in the consideration of the more immediately practical questions, Nos. 1 to 5 inclusive, thoughtful teachers would become impressed with the fact that their conclusions throughout depended upon the point of view; and that they would be the more disposed for that reason to subject their own point of view to serious scrutiny. In this we have not been disappointed. The discussions in several of the teachers' institutes and elsewhere have revealed a growing disposition to inquire into the reasons underlying the opinions expressed.

If we mistake not, current discussions of the school curriculum reflect now chiefly the one, now the other, of the two general views of education referred to in questions 6 and 7 respectively. The one view is chiefly psychological. It would determine the course of study by what it finds within the child. The other is chiefly sociological. It would determine the course by considerations from without. On the one hand, Plato said long ago, "The purpose of education is to give to the body and to the soul all the beauty and all the perfection of which they are capable." On the other hand, we have this from Milton: "I call therefore a complete and generous education that which fits a man to perform justly, skillfully, and magnanimously all the offices, both private and public, of peace and war." In more recent times, we have the familiar definition of Stein: "Education is the harmonious and equable evolution of the human faculties by a method founded upon the nature of the mind for developing all the faculties of the soul, for stirring up and nourishing all the principles of life, while shunning all one-sided culture and taking account of the sentiments on which the strength and worth of men depend;" and still more recently we find Joseph Payne saying, "The science of education is a branch of psychology." On the other hand, Alfred Fouillée has said, "The only object of instruction should be to awaken aptitudes, and never to respond to aptitudes supposed to exist;" and the Committee of Fifteen: "Your committee is of the opinion that psychology of both kinds, physiological and introspective, can hold only a subordinate place in the settlement of questions relating to the correlation of studies. The branches to be studied, and the extent to which they are studied, will be determined mainly by the demands of one's civilization. These will prescribe what is most useful to make the individual acquainted with physical nature and with human nature so as to fit him as an individual to perform his duties in the several

ence. We may regard it provisionally as belonging to that group, and postpone more extended discussion of the subject to another report.

The older curriculum, represented by the three R's,—Reading, Writing and Reckoning,—belonged almost wholly to the formal side of the classification we have adopted. The education provided by that curriculum was highly practical, in that it devoted attention chiefly to the mastery of studies that might serve as tools for the later acquisition of knowledge. It had, moreover, a high disciplinary value in that the subjects, being intrinsically of minor interest, made large demands upon the exercise of voluntary or forced attention on the part of the learners. In recent years strong protests have arisen against this earlier curriculum because of its barrenness of ideas and its lack of far-reaching and fruitful interest. A reaction has come about which consists chiefly in the introduction of interesting and instructive material drawn from Literature, History, and Natural Science. The center of gravity of the work of the elementary schools has been shifted, so to speak, from the side of the more formal studies to the side of the content studies. This change has perhaps been more theoretical than practical, yet it has undoubtedly exercised a profound influence upon the practice of the schools. In the consideration of the first five questions proposed by your committee, we are concerned chiefly with the proper proportionate adjustment of the work in these four groups of subjects; and more especially with the consideration of the relative place of the formal and the informational groups.

It is to be observed that the complaint of the over-loading of the curriculum, which has become general in recent years, is largely due to this movement toward the introduction into the course of much useful and interesting knowledge. An important practical difference between the two sides of the course has come to light. It has been seen that the choice of topics is a much more difficult matter on the side of content than on the formal side. In the pursuit of the formal studies, certain kinds of skill are to be acquired, certain processes to be mastered, a certain training of the powers of thought is to be secured. These things are relatively definite, and the serious questions which arise relate chiefly to minor details. Children must learn to read, to write, to spell, to pronounce correctly and distinctly, to express themselves with grammatical propriety, to understand the relations of the different parts of the sentence one to another; they must learn to add, subtract, multiply, and divide, to use common and

decimal fractions, and to understand the reasons for some of the more advanced processes of arithmetic. When we come, on the other hand, to the arrangement of studies in Literature and in Natural Science, a wide range of possibilities is open. There is so much which children should know, the knowledge of which is distinctly advantageous, that it seems impossible to frame a satisfactory course without making it almost encyclopedic in its character. Experience and reason show that the course cannot be made encyclopedic. The ideal of All Knowledge, so fondly cherished by Comenius, cannot be attained in the elementary schools. The true wisdom of the framers of courses of study on this side must lie in the wise choice of materials; and the determination of the principles which should govern such choice is one of the most important problems involved in the shaping of a course of study. Certain principles of choice will be suggested in a later portion of this report.

Attention may be called to another marked difference between the two sides of the course of study. While it is possible on the more formal side to secure relative perfection of attainment on the part of the pupils, and the degree of excellence attained may be readily tested; the chief value of the studies of the other groups is found in the fact that they exercise a far-reaching and often impalpable influence upon the thought and sentiments of the learners. The formal studies can be pursued under pressure, and in them facility, quickness, and perfect accuracy can be sought; in studies in nature and literature and history on the contrary, the loving and eager pursuit of the subject on the part of the children is to be chiefly desired. Strict accuracy has its place here, too, without doubt; but it is not the chief desideratum. Particularly in the primary grades, the main care of the teacher in respect to these branches must be to bring the children into sympathetic association with the things studied. Time must be allowed for the growth of living appreciation. Here "the husbandman waiteth for the precious fruit of the earth, and hath long patience for it, until he receive the early and latter rain."

We have been concerned thus far with the general characteristics of the two great divisions of the course of study, with reference to both primary and grammar grades of the elementary school. We may pass now to a more particular examination of the several groups of studies, with especial reference to the primary grades. The primary schools of California contain sometimes four, and sometimes five or more grades, including the "receiving class." The statistics in the

hands of the State Superintendent of Public Instruction seem to indicate that one-half of the pupils who enter our public schools drop out before the grammar grades are reached. The public good demands that this fact be taken into account in shaping the course of study. The work must be arranged with reference to securing a fair degree of completeness before the point is reached at which a majority of the pupils are no longer under instruction. Doubtless a course can be so constructed that the needs of this majority can be met without serious disadvantage to the more promising minority. Besides, under a good course of study in the hands of good teachers, the average age at which pupils leave school can be steadily raised from year to year. But the question as to what will be most advantageous to those who take only the abbreviated course must be fairly met.

Attempting to sum up the chief services which the primary school should render to its pupils, we may present the case somewhat as follows: 1. In the first place and chiefly, the children should be taught and trained in the exercise of certain moral virtues. They should learn to be obedient, orderly, self-respecting, cleanly, and industrious. What is perhaps of still more importance, they should be led as far as may be to take a lively interest in some of the better things of life. To give them a love for school, and still more a love for knowledge, and to quicken their individual aspirations after better things, should be among the chief endeavors of the teachers in the earlier grades. 2. They should be given command of the tools on which future progress depends. In other words, they should be taught to read, to write, and to reckon. These tools are not only necessary if they would make any progress by themselves after leaving school, or indeed if they would discharge the mere routine duties of citizenship; but are also necessary to any effective prosecution of higher studies in the school. 3. They should be introduced to the fields of useful and interesting knowledge, and be given such a start in the pursuit of knowledge that they may be expected to make some progress therein after leaving school.*

The second of these requisites finds reasonably definite provision in the course of study. It is met by the earlier work in Language

* As regards the earlier grades of the school we are in substantial accord with the utterance of the French Commission on Primary Education regarding the *écoles maternelles:* "The Commission thought that the maternal school would have fulfilled its office, if the children who came from it were in good health, if their minds were open rather than full, if their young conscience were awakened, if they had contracted good habits, if, in addition, they knew a little reading, writing, and counting, and especially if they had learned to love school."—Revue Pédagogique, Vol. XII., p. 613.

(reading and writing) and by the more mechanical processes in number. Nature studies and easy studies in literature are among the materials of instruction best calculated to meet the first of the requisites mentioned. The same materials are available for the third purpose; but the knowledge of these subjects which can be imparted to little children constitutes a much less important result of their schooling than do the habits, sentiments, and aspirations which may be associated with even small acquisitions of such knowledge.

We may accordingly regard the course of study of the primary school as made up on the one hand of definite material of instruction in language and number; and on the other hand of a wide range of possible material of instruction in nature study and literature. We may say that attainments in language and number—or at least in language—are necessary to the prosecution of higher work; and the pupil's progress here can be definitely ascertained. Nature study and literature probably affect the character of the child more vitally, but progress in these studies is too subtle to be accurately measured; we can only guess at the pupil's real gains through signs of awakened intelligence, interest, and love for the things he has studied. The studies then that are necessary for promotion from grade to grade in these earliest years are language and (possibly) number; while nature study and literature are among the teacher's choicest means of achieving the finer and more impalpable results of school work. It seems fair that primary school teachers should meet a substantial requirement of instruction in language; and that they should have secured to them some reasonable portion of the school day in which to give that other instruction which prepares for no sort of mechanical test, and which is chiefly valuable for the spirit which it evokes.

Provision should be made for both sides. It is likely that in the first year more than half of the time will of necessity be devoted to the language side—to learning to read and write; and throughout the primary grades the language studies will require a proportionately large time allotment. The lack of knowledge can more easily be supplied after the pupil has left school than can the lack of the tools of acquiring knowledge. The primary schools must not fail to secure to their pupils as thorough a training in the English language as time and the ability of little children will permit. A skillful teacher can give the finest essence of elementary instruction in nature study and literature without taking from the time actually needed for language studies. Time is easily wasted on either the one side or the other.

But here a striking characteristic of the work of the elementary school, and particularly of the primary school, should be mentioned. The several branches of study are not sharply separated one from the other as in the secondary school. Its sciences are not true sciences, and no attempt should be made to make them such. It is a common practice of many progressive teachers to render the necessary work in reading, language lessons, arithmetic, and other formal studies more attractive by associating the instruction in these branches with interesting material in literature, history, or nature study. Some combination exercises of this sort are intended to answer to a definite idea of the real correlation of subjects. Others are characterized with less clearness of purpose and often lead to confusion of ideas. Though the subjects of instruction in the lower grades are not sharply differentiated as in the higher ranges, some lines of differentiation are important, and cannot be obscured without detrimental results. We purpose considering in a later report the general subject of the correlation of studies. All serious and intelligent efforts toward a true correlation deserve every possible encouragement. We can give no better word of caution against the pitfalls of superficial combination of subjects than to call attention to the repeated utterances of Alexander Bain upon this topic (in "Education as a Science;" especially chapter IX., on "The Mother Tongue").*

The tools of learning become significant only as they are applied to real material of knowledge. The forms of language, number, etc., must be applied in use to some content or other, and it is important that there should be selected for this purpose a content having the greatest possible value in itself. The caution which we suggest is directed against the danger of confusing form and content in instruction, and the closely related danger of distracting the attention of pupils by pursuing diverse ends within the same short recitation period.

We may refer briefly to the problem of the relative place of the two great branches of formal instruction, Language and Mathematics, particularly in the primary school. Lest there should be a possible misunderstanding in the use of terms, we may repeat here that in the Language group is included, for the present purpose, the work in

* In chapter X. of the same work occurs this significant passage: "I have everywhere maintained as a first principle of the economy or conduct of the understanding that separate subjects should be made separate lessons. This is not easy when two studies are embodied in the same composition, as language and meaning; in that case the separation can be effected by keeping one of the two in the background throughout each lesson."

learning to read, write, and spell, as well as the instruction that goes commonly by the name of language lessons; and that the term mathematics, including at the present time in the usage of most primary schools merely number work, should cover also any elementary exercises that may be given in the schools preparatory to the study of geometry.

So far as the lowest grades are concerned, there can be no doubt that the various lines of work in language must take precedence over the elementary work in mathematics. It is a significant fact that each great, new expansion in the child's intellectual horizon is associated with and largely brought about by a marked increase in his command of language. We can scarcely realize the immense advance which the baby makes in learning to talk. In like manner, his entrance upon school work marks another great stage of progress, in the acquisition of the power to read and write. We may hesitate to say with the Committee of Fifteen that "The whole elementary course may be described as an extension of the process of learning the art of reading;" yet the successful prosecution of the later work in all branches of study depends in large measure upon the early instruction in language. Observant teachers have often been heard to declare that the chief difficulties they met with in the teaching of arithmetic and other branches resolved themselves into difficulties in the use of language. In no other group of subjects, certainly, does the failure to do thorough work in the lower grades of the school affect more disastrously all later instruction.

We cannot agree, however, with those who would banish all work in number from the lower grades. We believe that most children take a natural interest in numbers, and there appears no good reason why they should not acquire a considerable degree of facility in handling the simpler combinations of numbers in the primary school. In the first grade, number work should not be allowed to interfere with the effective prosecution of the work of learning to read. It will probably be a gain in the long run to do none but incidental work in number in this grade. And in the primary grades above the first it seems desirable that such instruction as is given in number should relate chiefly to the mastery of mechanical processes.

As bearing upon the question of the relation of the formal side of school work to the knowledge subjects, especially in the lower grades, we may quote a suggestive passage from a letter of Principal F. L. Burk, of the Santa Rosa schools: "If by language is meant the power

of the child to classify and name facts of consciousness which are clearly in his mind, then I would be inclined to say in answer to Question 4, that in the lowest primary grades he will be kept very busy naming and classifying the facts which he has gathered prior to his entrance into school life—the facts of concrete quantity, of scientific relation and of emotion; and I should be inclined to protest seriously against work which should have for its chief end the addition of raw objective facts—indeed, at any point of school education it is to be questioned whether addition to the store of raw facts should take precedence over the business of arrangement. If we school men will look after thorough digestion, the mind will win the food."

Your committee is not prepared to enter into any formal discussion of the relative place of the two great lines of study on what we have called the content side of the course. As regards nature study, an interesting line of inquiry is opened up by the paper of Mr. E. P. Rowell, published in the *Pacific Educational Journal* for April, 1895. No other line of work attempted in the elementary schools is in so chaotic a condition at the present time as is our nature study. Probably one reason for this state of things is that suggested by Mr. Rowell, that courses have been mapped out in this department without taking into account the actual state of the children's natural interest. Another reason, which may be at bottom the same, is that in this study no valid sequence of topics seems to have been discovered. These aspects of the question call for careful and extended investigation. On the side of History, and particularly of those simple forms of narrative which serve as the introduction to History so far as little children are concerned, interesting inquiries into the choice of material have been undertaken in the State Normal Schools at San José and Los Angeles.

Your committee offers this incomplete and wholly inadequate discussion of the general subjects entering into the primary school course, in the hope that it may at least stimulate the teachers of the State to further study of this great problem. In apology for the fact that this report undertakes to give very few definite answers to the questions proposed, we may say that your committee takes the same attitude which it has urged the teachers of the State to assume—an attitude not of advocacy of opinions, but rather of the candid search for truth. Of the questions raised, the one offering the greatest practical difficulties is that relating to the time allotment. There is undoubtedly danger of attempting to make schemes of time allotment too minute. Yet

the inquiry which this question has aroused seems to your committee likely to prove highly beneficial, in that it leads to a close examination of the present practice and of the reasons underlying it. The quantitative aspect of the first five of the committee's questions centers in this question of time. We believe that this may profitably be continued as one of the questions for consideration during the coming year.

The qualitative problem of the determination of the principles which should govern the choice of materials on the content side, is one demanding long and patient study. We venture to indicate certain principles, a consideration of which may prove suggestive to those interested in undertaking the investigation of this problem:

It would seem that since it is impossible to secure encyclopedic knowledge, such topics should be selected for the purposes of instruction as will present convenient centers for the organization of knowledge that may be acquired later. Other things being equal, material should be chosen which will be significant for the higher studies in the same subjects; but this does not imply that the elementary work should present an outline of the sciences, literature, and history to be studied later. It should rather begin with what is nearest to the child, whether locally or in respect to his natural tastes and aptitudes. It should be material of such character as may be most likely to insure a lively participation on the part of the child and to lead him to desire a long-continued and loving association with the things studied. It should be material with which the teacher has already enjoyed such long-continued and loving association. Thomas Arnold once said, "That which we know and love, we cannot but communicate; that which we know and do not love, we soon, I think, cease to know." Especially in the lower grades, latitude should be allowed to teachers to select topics which they can teach best. Especial pains should, moreover, be taken to select material which has a vital and stimulating ethical significance.

Whatever choice is made, it is incumbent upon those who choose that they have abundant reason for selecting the few things that are taken in preference to any of the multitude of things which must be passed over.

## III. Recommendations.

Your committee would respectfully present the following recommendations:

A. That a sufficient number of copies of this report be printed

to supply all of the teachers of this State, and to provide for such distribution to representatives of the press and others as may seem needful to the committee in the further prosecution of its work.

B. That the State Teachers' Association be asked to appropriate the sum of one hundred and fifty dollars to be expended by the Council in the publication and free distribution of this report, in the printing of such circulars as may be required for the furtherance of this discussion and investigation, and in the payment of necessary postage.

C. That all county and city superintendents of schools in this State be requested to transmit copies of this report to all teachers in the public schools of their respective counties and cities, and to set apart each one day of the county or city teachers' institute of the year 1896 for the discussion of the questions proposed by your committee.

D. That all teachers be requested to give serious thought and study to the problems presented in these questions and to participate in the discussion of the same in the teachers' institutes; and that the institutes be invited to sum up and transmit to this committee the results of their discussions, whether embodied in the form of definite resolutions or in any other convenient form.

E. That the public press of this State be invited to participate in the discussion of these questions.

F. That this committee be authorized to appoint such advisory committees and sub-committees as it may deem desirable for the better prosecution of its investigation; and that for this purpose it be not limited to the membership of either the Council or the Association.

G. That one half-day session of the next meeting of the State Teachers' Association be devoted to the presentation of reports of the further progress of this investigation and the discussion of the same.

H. Your committee would recommend that the discussions of the coming year be directed to the following questions:

3. What proportion of the time in each grade should be devoted to each of the four groups of studies: (1) *Language* (including reading, writing, language lessons, and grammar), (2) *Mathematics* (including number work, arithmetic, geometry, algebra, etc.), (3) *History* (including literature and history proper), and (4) *Natural Science* (including observation lessons, nature study, and geography)?

6. How far and in what ways should the work of the several grades be determined by the prevailing tastes and aptitudes of children commonly found in those grades?

7. How far and in what ways should the work of the several

grades be determined by the need of preparation for life in human society?

8. Are there other general principles which should have influence in the determination of the course of study?

9. How far and in what ways should provision be made for the recognition of individual differences among pupils?

10, *a*. What studies from the mathematical group should be pursued in each of the grades?

10, *b*. In what grade should long division be taught?

10, *c*. In what grade should the study of common fractions begin? In what grade should provision be made for teaching the addition of common fractions by finding the least common multiple of their denominators?

10, *d*. In what grade should the study of decimal fractions begin?

10, *e*. In what grade should the analysis of problems begin?

10, *f*. In what grade should the learning of tables of denominate numbers begin? What tables should the pupils be required to learn?

10, *g*. What topics in percentage should be taught in the schools?

10, *h*. Is it desirable that the work of each grade should deal with one topic or small group of topics in arithmetic; or should work in all of the main topics be continued through several grades?

10, *i*. What place should be given to mental arithmetic?

10, *j*. What topics in algebra should be covered in the course for the grammar school?

10, *k*. What should be the general scope and character of instruction in geometry in the elementary school?

10, *l*. What instruction in book-keeping should be undertaken in the elementary school?

We would call attention also to certain other questions of great importance, which are not proposed for regular discussion this year, but which it is our intention to bring up for extended consideration at some future time:

What kind and what amount of manual training is desirable and practicable in the elementary schools? Should a difference be made between the schools of cities, those of small towns, and those of country districts in this particular?

[We would call especial attention to the valuable reports on this subject to be printed and distributed this year by the State Teachers' Association.]

What principles should guide in the choice of literary material for use in the several grades?

What principles should guide in the choice of topics in nature study in the several grades?

What degree of excellence in language work may reasonably be expected of pupils in the several grades? What allowance must be made for the lack of home training in language and for differences in nationality? In what way should the study of formal grammar be introduced?

What correlation or "concentration" of studies is possible and desirable in the several grades?

So many teachers have asked for guidance in reading upon the general subject of the course of study that we repeat the list of books suggested in our first circular, and make some additions to the same:

The two works that are especially recommended are The Report of the Committee of Ten on Secondary School Studies, and The Report of the Committee of Fifteen. (These are published by the American Book Company and by other publishers of educational works.)

The following additional works were mentioned in our first circular:

*White*, Emerson E.: The Elements of Pedagogy. (Chicago, American Book Company.)

*McMurry*, Charles A.: The Elements of General Method. By the same author, Special Method for History; Special Method in Reading; Special Method in Geography. (Bloomington, Ill., Public School Publishing Company.)

*Hill*, Thomas: The True Order of Studies. (New York, G. P. Putnam's Sons.)

*Parker*, Francis W.: Talks on Pedagogics. (Chicago, E. L. Kellogg & Co.)

We may add the following titles of works which will be found helpful either upon the subject as a whole or upon particular points:

*Bain*, Alexander: Education as a Science. (New York, D. Appleton & Company.)

*Compayré*, Gabriel: Lectures on Pedagogy. (Chicago, D. C. Heath & Company.)

*Lange*, Karl: Apperception, a Monograph on Psychology and Pedagogy. (Chicago, D. C. Heath & Company.)

*McLellan*, James A., and *Dewey*, John: The Psychology of

Number. (New York, D. Appleton & Company.) [An interesting "symposium" on this book appeared in the *Journal of Education* (Boston) for December 5th, 1895.]

*McMurry*, Charles A.: A Course of Study for the Eight Grades of the Common School. (Bloomington, Ill., Public School Publishing Company.)

*Prince*, John T.: Courses and Methods. (Boston, Lee & Shepard.)

*Prince*, John T.: Methods of Instruction and Organization of the Schools of Germany. (Boston, Lee & Shepard.)

We would call attention also to papers and discussions relating to the question of Mathematics in the schools, contained in the published Proceedings of the California Teachers' Association for former years, and particularly to the report of the Committee on Mathematics presented at the meeting held in Santa Cruz (1894).

Valuable papers relating to the problem of the curriculum may be found also in the *First Year Book of the Herbart Society* (to be had of Charles A. McMurry, Secretary, Normal, Illinois).

Those who have access to the Annual Report of the Board of Education of Massachusetts for 1893–94 will be interested in the new course of studies for elementary schools given in pages 305–429 of that document.

In conclusion, we would express our high appreciation of the co-operation we have received in the labor of the past year. So many have rendered valuable assistance that it would be difficult to make individual mention of those to whom we are most indebted.

All of which is respectfully submitted.

JOHN W. LINSCOTT,
ELMER E. BROWN,
JAS. A. FOSHAY,
LUCY M. WASHBURN,
P. M. FISHER,
*Committee.*

Adopted by the Council of Education.

S. T. BLACK, *President.*
J. W. MCCLYMONDS, *Secretary.*

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The following resolutions were adopted by the California Teachers' Association, January 4, 1895:

"*Resolved*, That we recognize with great satisfaction the very general participation on the part of our teachers in the investigation of

the problem of our elementary curriculum, as inaugurated by the State Council of Education. We believe that the effective prosecution of this inquiry during the coming year in every county and city of the State is greatly to be desired.

"*Resolved*, That the Council be and hereby is authorized to print and distribute gratuitously to the teachers of the State, the reports of its committees on the course of study, on high school certificates, and on manual training, and that the Council be authorized to draw upon the treasury for $200, or such portion of that amount as may be required for necessary printing and postage."

EARL BARNES, *President.*
ANNA C. MURPHY, *Secretary.*

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# ANNOUNCEMENT.

THE NEXT MEETING OF THE

## California Teachers' Association

WILL BE HELD AT

## SAN JOSÉ, DECEMBER 28-31, 1896.

The subjects presented in this report will be discussed at that meeting. All teachers and friends of education in the State are urgently invited to be present. Reduced railroad and hotel rates will undoubtedly be secured.

J. W. LINSCOTT, *President.*
ANNA C. MURPHY, *Secretary.*

# California Council of Education.

SECOND ANNUAL REPORT OF THE COMMITTEE OF THE CALIFORNIA COUNCIL OF EDUCATION ON THE COURSE OF STUDY FOR ELEMENTARY SCHOOLS.

*To the California State Council of Education:*

GENTLEMEN—Your committee takes pleasure in reporting a marked increase of interest on the part of teachers throughout the state in the investigation of the problem of the course study for elementary schools. We do not undertake to present this year, as we did last, a tabular summary of answers to the questions proposed to the teachers for study. The answers that have been received are so varied as to make any scheme of concise tabulation almost impossible. Moreover, most of the answers received this year are avowedly tentative. They are largely in the form of reports from county committees to county institutes, which were ordered printed and referred to the teachers of the counties for consideration during the coming year. We would remark that this plan of study with deferred judgment meets our heartiest approval.

## I. REPORT OF PROGRESS.

The following statement will give a fair general view of the progress of this movement during the past year.

1. Copies of our first report were sent to school superintendents who reported the number required to send one copy to each teacher and one to each newspaper or other periodical published within their respective cities and counties; and who agreed to distribute the copies received to those for whom they were intended. The following is an account of this distribution:

| CITY. | NO. OF COPIES. |
|---|---|
| Alameda | 84 |
| Fresno | 42 |
| Grass Valley | 30 |
| Los Angeles | 396 |
| Oakland | 228 |
| Pomona | 36 |
| Sacramento | 132 |
| Salinas | 18 |
| San Bernardino | 40 |

| CITIES. | NO. OF COPIES. |
|---|---|
| San Francisco | 914 |
| San Jose | 108 |
| Santa Monica | 15 |
| Stockton | 72 |
| Vallejo | 30 |
| Visalia | 21 |
| Rosedale | 18 |
| Riverside | 30 |
| San Diego | 100 |

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| COUNTIES. | NO. OF COPIES. |
|---|---|
| Alameda | 232 |
| Alpine | 8 |
| Amador | 81 |
| Butte | 120 |
| Calaveras | 72 |
| Colusa | 65 |
| Contra Costa | 84 |
| Del Norte | 25 |
| El Dorado | 70 |
| Fresno | 216 |
| Glenn | 57 |
| Humboldt | 144 |
| Inyo | 30 |
| Kern | 84 |
| Kings | 60 |
| Lake | 65 |
| Los Angeles | 248 |
| Madera | 50 |
| Marin | 66 |
| Mariposa | 42 |
| Mendocino | 138 |
| Merced | 70 |
| Modoc | 48 |
| Mono | 28 |
| Monterey | 144 |

| COUNTIES. | NO. OF COPIES. |
|---|---|
| Napa | 96 |
| Orange | 112 |
| Placer | 96 |
| Plumas | 35 |
| Riverside | 136 |
| Sacramento | 84 |
| San Benito | 81 |
| San Bernardino | 29 |
| San Diego | 264 |
| San Joaquin | 180 |
| San Mateo | 65 |
| Santa Barbara | 150 |
| Santa Clara | 38 |
| Santa Cruz | 141 |
| Shasta | 120 |
| Sierra | 33 |
| Siskiyou | 108 |
| Solano | 129 |
| Sonoma | 232 |
| Stanislaus | 80 |
| Sutter | 50 |
| Tehama | 84 |
| Trinity | 25 |
| Tulare | 174 |
| Ventura | 90 |

2. Your committee has received evidence in various forms of the work done during the year in the several cities and counties of the state, pursuant to the suggestions given in our first report. This material consists of personal letters from superintendents telling what has been done in their respective localities; circular letters from county superintendents to teachers, reprinting the questions proposed in our first report, and calling upon the teachers to prepare for discussion of the same in the county institutes; reports of county committees to county institutes upon questions relating to the course of study; reports of the action taken by county institutes upon the suggestions made by your committee or by county committees. There are represented in this mass of material the following counties: Alpine, Alameda, Butte, Colusa, El Dorado, Fresno, Humboldt, Kern, Marin, Modoc, Monterey, Orange, Plumas, Placer, Sacramento, San Bernardino, Santa Barbara, Santa Clara, Santa Cruz, Sonoma, Tehama, Tulare, and Yolo; and the cities of Los Angeles and San Francisco.

3. The following county committees have been appointed to superintend the conduct of the inquiry into the problem of the Course of Study in their respective counties:

*Alameda*—Dr. John Gamble, D. J. Sullivan, S. D. Waterman, W. H. Langdon, H. C. Petray, Mrs. E. A. Wilson, and Miss Hattie E. Corliss.

*Butte*—Alice G. Orton, Nellie Mead, and Jas. R Grace.

*Colusa*—J. E. Hayman, W. H. Baker, A. N. Thompson, Miss Emma Van Dorston, Miss L. H. Tindall, and Miss Lillie Langenour.

*Fresno*— C. W. Koby, E. W. Lindsay, H. C. Shelton, Fred T. Moore, Ida C. Pinkley, Anna P. Buckley, J. W. Evans.

*Kern*—D. W. Nelson, J. W. Duncan, Mrs. C. D. Ryan, J. B. Newell, Miss Virginia Jameson, W. J. Huggard, Leo G. Pauley, and Mrs. L. Rousseau.

*Marin*—Geo. H Boke, Mrs. M. E. Jacobs, and N. B. Countryman.

*Monterey*—C. C. Hill, A. C. Barker, J. B. Hickman, R. L. Sandwick, J. B. Bennett, Mrs. N. M. Chope, Miss G. A. Simpson.

*Modoc*—M. S. Raker, Anna L. Williams, and M. A. Mulkey.

*Orange*—F. E. Perham, Chas. E. Taylor, and J. P. Greeley.

*Sacramento*—J. H. Pond, Anna C. Weeks, and Sarah M. Jones.

*San Benito*—W. J. Cagney, A. C. Sulkamp, H. G. Bacon.

*Santa Cruz*—D. C. Clark, Lilian F. Howard, W. W. Wilson, Irving Townsend, Myria L. Huie, and Margaret Bowles.

*Tulare*—C. J. Walker, P. S. Woolsey, S. A. Crookshanks, S. D. Wolfe, H. F. Turner, C. E. Broikelt, and W. L. Worth.

Doubtless other city and county committees have been appointed which have not been reported to us.

4. In addition to the material from the various cities and counties above mentioned, your committee has received the following: A very complete report on the questions first proposed for study, from the Faculty of the State Normal School of San Jose;* a report to the Southern California Teachers' Association, by a committee of that body to which the question of the Course of Study had been referred; and letters from several members of our Advisory Committee.

## II. DISCUSSION.

In its first report your committee made very few definite suggestions in regard to the framing of courses of study. The suggestions that were made may be briefly summed up as follows: It was given as the judgment of the committee that the work in each grade should involve some study in each of the four lines—language, mathematics, history and natural science—but in the case of the

*Presented in full in Appendix A.

lowest grades the opinion was expressed that promotion from grade to grade should be based wholly upon the pupil's proficiency in language studies, and that particularly in reading.

The committee has sought to keep before the teachers of the state, at the same time, both theoretical and practical questions. It has done this because of its appreciation of the importance of a fine blending of theory and the judgment that rests upon practical experience, in the determination of a course of study. But it has been further influenced by the fact that some students of this subject turn by preference to the more general theory, while others concern themselves more largely with the questions of immediate practice; and it was thought desirable that such diverse points of view should be utilized to the fullest possible extent and brought into sympathetic union.

Of the more strictly practical questions proposed, that relating to the time allotment among the different groups of subjects has proved to be one of the most suggestive. The reports that have come in from the several counties in response to this question show very great divergence of view. It would not be fair to claim that as yet any great progress has been made toward a comprehensive and satisfactory answer to this question. The usefulness of the question has appeared rather in this, that it has called attention to very marked differences in the actual practice of different schools and of different counties; it has called attention sharply to the fact that the question of time allotment has not hitherto received sufficient consideration; and it seems to have tended in the direction of greater moderation with reference to the claims of favorite studies upon the time of the school program. One suggestion, which has come from several sources, is so well grounded that we desire to adopt it as our own; that is, the suggestion that all schemes of time allotment should leave some fair margin of undistributed time in the daily or weekly program. Our question 9, with reference to provision for the recognition of individual differences among pupils, has called out evidence of the need of

some time at the free disposal of every teacher for the special purpose of paying due attention to individual needs. Furthermore, in every city and county it will be found that there are sufficiently marked individual differences among teachers to make it desirable that some should have the opportunity of devoting somewhat more time to one subject, and others to other subjects. Still further, it is clearly evident that the classification of studies proposed by your committee in a tentative way is not complete. Provision must be made for music and drawing, and possibly for other studies which are not covered by our fourfold classification.*

This leads us to a question which must be met at no distant day, viz: the question of an amended scheme of classification of studies. It is not our purpose to offer at this time a new scheme, but we desire to point out some considerations which must be taken into account in making such a classification. It is not the purpose of a classification scheme to make a violent separation of studies, nor to fuse related subjects in such a way as to obliterate the distinctions between them. What we seek to do in classifying subjects is to indicate the essential relations subsisting between them. The same thing may be differently classified at different times for different purposes; but any useful system of classification must be one that makes evident such relations of the things classified as are essential to the purpose in hand. Classification of this sort is not a mere mechanical device for reducing heterogeneous things to an orderly arrangement. It is rather a means of expressing our view of the organic and vital relationships of the things under consideration. The question arises as to what constitutes that relationship, among the studies of our schools, which is most significant for the purpose we now have in hand, that of the framing of an improved course of study.

It may fairly be questioned whether the current systems of classification of studies do not leave out of

*A valuable contribution to the discussion of this subject, by John T. Prince, agent of the Massachusetts State Board of Education, appears in Appendix B.

account one of the most important distinctions for the purposes of the school. The studies which are not included in the scheme of classification employed thus far by your committee are studies which belong to the outgoing, the expressive and constructive, side of our mental life. Other studies of this sort are included in the classification now in use, but appear as subordinate to studies belonging rather to the receptive, the impressive and elaborative, side of consciousness.

There ought surely to be no attempt to separate these two sides more completely than they are now separated in the work of the schools. But for the purpose of classification as already stated, it is doubtful whether any more fundamental distinction of school subject can be found than that represented by these two aspects of consciousness. The psychology of this subject is full of interest. Recent investigators and writers, doubtless by way of correcting the sensational and intellectual one-sidedness of earlier psychology, are much concerned with pointing out the unsuspected significance of the motor activities. The inseparableness of these two sides of consciousness has been brought into full recognition, and the countless subtle relationships of the one to the other fill a large place in our recent psychological literature. If our system of classification, in pointing out the essential relationships of studies, should seek especially to bring into clear relief those relationships which are of the greatest practical importance or those which are most liable to suffer from oversight in the practical working of the schools, the distinction to which your attention has just been called should certainly receive full consideration. Your committee would accordingly suggest the question, whether, in revising our classification of studies, we can do better than to begin with the broad distinction between the studies for knowledge on the one hand and the exercises for the outgoing activities on the other hand.

This suggested division of studies into two broad classes receives additional emphasis from a consideration of questions 6 and 7 as proposed by your committee.

We have already called attention to the view, pre-

sented by the Committee of Fifteen, which finds the principles for the determination of the course of study, not in the psychology of the child, but in the requirements of our civilization. That committee states the matter in the following words: "Fourth and chiefly, your committee understands by correlation of studies the selection and arrangement in orderly sequence of such objects of study as shall give the child an insight into the world that he lives in, and a command over its resources such as is obtained by a helpful co-operation with one's fellows. In a word, the chief consideration to which all others are to be subordinated, in the opinion of your committee, is this requirement of the civilization into which the child is born, as determining not only what he shall study in school, but what habits and customs he shall be taught in the family before the school age arrives." It seems a fair interpretation of the meaning of the Committee of Fifteen that it would determine the course of study, on the one hand, by reference to the history, literature, sciences, and arts which our modern civilization has to offer; on the other hand, by the institutions of modern society. These two cannot be regarded as separate and distinct, the one from the other, but rather as different aspects of the same civilization. On the one side the Committee of Fifteen would have the course of study determined, not by the immature powers and tastes and tendencies of the children in the school, but by the best that modern civilization has to offer for the nurturing, ennobling, and perfecting of those undeveloped capabilities. On the other side, the Committee would not allow the child to be brought up as an isolated individual, concerned only with a self-centered perfecting of his endowments, but would insist that his true individuality is to be realized only in his relations to those institutions in which his powers are to find their life-long exercise. If we may presume further to interpret the view of the Committee of Fifteen, we may represent that committee as saying, in substance, that the teacher while engaged in the pursuit of child study or of psychology in any of its forms is not preparing for the main task of determining a

course of study, but is rather preparing for that other highly important task of determining the methods of instruction, and that these studies in psychology find their direct bearing upon the problem of the course of study in the determining of the sequence of topics and related questions. Preparation for the solution of the problem of the course of study is to be sought on the one hand in the mastery of the science and literature which determines our modern civilization with reference to its thought, and on the other hand in the study of those existing institutions which determine our modern civilization with reference to its activities. The school, indeed, is not regarded as preparing simply for life in that civilization as it is, but as preparing for an ideal participation in that civilization—such participation as will enable the individual to contribute, so far as his native powers may go, to the betterment of his own civilized environment.

Omitting qualifications, then, in this view the study of the teacher falls into three great divisions: (1) With reference to the mastery of the methods of instruction the study of psychology and related sciences, both in themselves and with reference to their practical applications: the remaining two lines of study, having to do with the problem of the school curriculum, are (2) the sciences and literature from which the subjects of instruction in the schools are to be drawn, and (3) the institutions of society for which the child must be prepared. Now, it is the last named line of study which will be found to have the greatest influence upon the outgoing, expressive, and constructive aspect of the course of study, if the two-fold division which the committee proposed above be adopted; and furthermore it is this line of study which has thus far been most generally neglected in professional the preparation of teachers.

It not infrequently happens that parents and legislators look to the school chiefly as an agency for preparing its pupils to take up their several duties in human society, and not infrequently the teacher misunderstands these demands and is in turn misunderstood by those making these demands, for the reason that he has been

chiefly concerned with the other aspect of the work of the school. These demands, however, within reasonable limitations, are perfectly legitimate. They should not be turned aside without thought; neither should they be blindly complied with. They should rather be made a subject for serious investigation on the part of the framers and users of courses of study.

It is, then, desirable that in attempting to improve our courses we should examine thoughtfully the social conditions to which the school is tributary, and should consider with all possible thoroughness the bearing which those conditions should have upon the courses of study which are prescribed for the school.

One of the most obvious and most frequently asserted needs of society with which the school has to do is the need that the rising generation shall be prepared for self-support. The bread-and-butter aspect of the school problem is often referred to in terms well-nigh contemptuous. It is, however, an aspect deserving the most serious attention. It would be a great mistake to suppose that the responsibility of the school to society narrowed itself down to preparation for self-support. This should be regarded as only one of the demands which society makes upon the school. It cannot fairly be treated as a thing apart in itself, but should be considered in its relations to the other objects of education. We single this out for brief mention at this point, then, simply as one of the social aspects of the school problem—perhaps the one most persistently urged upon our consideration.

This part of our inquiry brings us into the field of secondary education, and near to the very important question discussed at this meeting of the State Association, by the San Francisco Teachers' Club, namely, the question of differentiation in the course of study. It is to be hoped that as time goes on there will be an increasing demand for such educational arrangements as will secure to a large proportion of the children a more or less complete course in some industrial or vocational school, at the completion of their course of general education. It would seem that such industrial or vocational schools ought to

presuppose the full training of the elementary schools. How long the course in the elementary school should be before such differentiation into industrial and general secondary schools begins may be regarded as a still unsettled question. It is the question as to the point where elementary education properly ceases and secondary education begins.

The bearing of these considerations on the problem of our elementary schools may be stated as follows: Those parts of the work of the school which constitute the chief concern of industrial and vocational schools may appear in elementary forms in the lower schools as parts of general education; or, conversely, many things that enter into the work of the lower schools as parts of a general education may serve also as a direct preparation for the special pursuits of industrial and vocational schools. Arithmetic is studied in the lower schools as a part of the education necessary to all. In commercial schools this is developed into the strictly technical study of commercial arithmetic Drawing, which is pursued in the lower schools for what is commonly called its educational value, becomes in the manual training high school or the trade school, properly so called, a part of the technical preparation for mechanical constructions. The question with regard to the lower schools resolves itself into a question as to how far these subjects which have a commercial or technical bearing may be pursued with equal advantage by all pupils, whatever their destiny in life; or, in other words, how far their employment contributes to what we ordinarily call general educational ends as contrasted with the technical and special ends of vocational training.

In arithmetic, particularly, there can be little doubt that work which properly belongs to a commercial school is often carried into the elementary school, and required of all pupils alike. One other caution may be suggested in connection with the studies properly pursued in the elementary school, the educational value of which lies in considerable measure in the general preparation which they impart for the earning of a livelihood—for it is

frankly admitted that such general preparation for earning a livelihood may properly enter into the "educational" purpose of elementary schools. The caution is this, that the ideal of financial gain shall not receive undue emphasis. It is a matter for congratulation that our money-loving people have held so generally to high ideals of elementary education. Any proposition to turn our elementary schools into trade schools would meet with an overwhelming negative on the part of our people. Yet the idea of personal gain and financial advantage over others often enters largely into the spirit of our instruction. It is not the hope of getting rich that needs to be fostered in our schools, but the aspiration to be honestly self-supporting. The idea of self-reliant industry cannot be too deeply impressed upon our pupils; and along with this we need to cultivate the spirit of helpfulness to others. The promotion of thrift in our schools is a good thing; and doubtless school saving banks might be useful here as in European countries. But parallel with these influences we need a steady emphasis upon the sense of responsibility for the welfare of others. This is only another way of saying that the social demand that our schools shall bring up children to the idea and practice of self-support is only a part of the social demand which must be recognized. It is equally important from the standpoint of society, that the children be brought up in the spirit of hearty co-operation with others and interest in the well-being of their fellows.

Your committee still exercises forbearance in the making of specific recommendations, and believes that its purpose is now sufficiently understood to forestall the natural impatience that might arise over its apparently slow progress. It is still too soon to forecast with any degree of definiteness the outcome of this inquiry as regards important details of the course of study. So much as this, however, can be forecast: It seems fair to expect that the study of this question which is now under way throughout the State will lead to a simplifying and ennobling of our elementary school programs. The demand for simplification come from different counties and from

various parts of the State. It is a demand which your committee is desirous of re-enforcing. In so doing we may call attention to a noteworthy step in this direction taken by the county board of education of Riverside county, in its school manual for 1896. Simplification is secured in this case by a resolute separation of working directions from the outlines of the course of study. The statement is made that "these directions are suggestive rather than mandatory and teachers are free to use their own methods to reach the desired results whenever they prefer them."

The ennobling of the course of study is no less important than its simplification. We look with much hope and confidence to the work of our sub-committees on choice of topics in literature and in natural science for suggestions pointing in this direction. Furthermore, the course of study will be ennobled if it be rendered in the truest sense of the word more practical. It is hoped that our study of the question may lead to suggestions that shall tend to make our pupils more helpful to themselves and to others, more industrious, and possessed of a higher sense of integrity and duty. We shall look, for help in this direction, to all of our sub-committees that have been or may be appointed, as well as to those engaged in this study in the several counties. Our sub-committee on the mathematical subjects has important work in hand, which should have bearings upon the end here proposed. This sub-committee will continue its work through the coming year. Especial interest attaches to its inquiries from the fact that its conclusions may have an important influence upon the revision of the State text-books in arithmetic within the near future.

## III. Recommendations.

Your Committee would respectfully present the following recommendations:

A. That a sufficient number of copies of this report be printed to supply all of the teachers of this state, and to provide for such distribution to representatives of the

press and others as may seem needful to the committee in the further prosecution of its work.

B. That the State Teachers' Association be asked to appropriate the sum of two hundred and fifty dollars to be expended by the Council in the publication and free distribution of this report, in the printing of such circulars as may be required for the furtherance of this discussion and investigation, and in the payment of necessary postage.

C. That all city and county superintendents of schools in this state be requested to transmit copies of this report to all teachers in the public schools of their respective cities and counties, and to set apart each one day of the teachers' institute of the year 1897, for the discussion of the questions proposed by your committee, and by its sub-committees.

D. That all teachers be requested to give serious thought and study to the problems presented in these questions, and to participate in the discussion of the same in the teachers' institutes; and that the institutes be invited to sum up and transmit to this committee the results of their discussions, whether embodied in the form of definite resolutions or in any other convenient form.

E. That the public press of this state be invited to participate in the discussion of these questions.

F. That one half-day session of the next meeting of the State Teachers' Association be devoted to the presentation of reports of the further progress of this investigation, and the discussion of the same.

G. Your committee would recommend that the discussions of the coming year be directed to the following questions.

What proportion of the time in each grade should be devoted to each of the four groups of studies: (1) *Language* (including reading, writing, language lessons and grammar). (2) *Mathematics* (including number work, arithmetic, geometry, algebra, etc.), (3) *History* (includ-

ing literature and history proper), and (4) *Natural Science* (including observation lessons, nature study, and geography)?

10, *a*. What studies from the mathematical group should be pursued in each of the grades?

10, *b*. In what grade should long division be taught?

10, *c*. In what grade should the study of common fractions begin? In what grade should provision be made for teaching the addition of common fractions by finding the least common multiple of their denominators?

10, *d*. In what grade should the study of decimal fractions begin?

10, *e*. In what grade should the analysis of problems begin?

10, *f*. In what grade should the learning of tables of denominate numbers begin? What tables should the pupils be required to learn?

10, *g*. What topics in percentage should be taught in the schools?

10, *h*. Is it desirable that the work of each grade should deal with one topic or small groups of topics in arithmetic; or should work in all of the main topics be continued through several grades?

10, *i*. What place should be given to mental arithmetic?

10, *j*. What topics in algebra should be covered in the course for the grammar school?

10, *k*. What should be the general scope and character of instruction in geometry in the elementary school?

10, *l*. What instruction in book-keeping should be undertaken in the elementary school?

11. What principles should guide in the choice of literary material for use in the several grades? (Further questions, prepared by the sub-committee, on principles underlying the choice of literary material appear in Appendix D.)

12. What should be the general apportionment of topics in history among the several grades?

13. What principles should guide in the choice of topics in natural science for the several grades?

It will be observed that questions 11 and 13, relating to subjects in which the choice of topics is peculiarly difficult, are merely preliminary to the question as to the actual topics to be chosen. In the opinion of your committee such a careful preliminary inquiry is necessary in those subjects, to afford any sure basis for the determination of the assignment of work in the several grades.

We would call attention also to certain other questions of great importance, which are not proposed for regular discussion this year, but which it is our intention to bring up for extended consideration at some future time.

What kind and what amount of manual training is desirable and practicable in the elementary schools? Should a difference be made between the schools of cities, those of small towns, and those of country districts, in this particular?

What correlation or "concentration" of studies is possible and desirable in the several grades? (In the judgment of your committee it will be better to postpone any attempt at a full discussion of this question until more attention has been devoted to the classification of studies).

What classification of studies is best suited to the purposes of this inquiry?

How far in that way is it necessary that the course prescribed for country schools should differ from that prescribed for use in the towns?

What constitutes the essential difference between elementary and secondary education; and what should be the length of our elementary course?

*h.* Your committee has been asked repeatedly to offer some definite suggestions as to the conduct of this inquiry in the several counties. We would respectfully present what seems to us, in the light of the experience of the past two years, to be a practicable and effective mode of procedure:

It is desirable, in the first place, that the county super-

intendent in each county appoint a committee of from three to seven members, made up of those who are especially competent to carry on such work, and are deeply interested in its furtherance. This committee should be appointed at the annual institute, and should continue its work through the year, presenting its final report at the next following institute. It should propose to the teachers of the county special questions for study, from those presented by the committee of the State Council. It should make such arrangements as local conditions admit, either by the appointment of sub-committees or by arrangements for discussions at occasional teachers' meetings throughout the year, or in such other way as it may find suitable, for the continued study of these questions an the part of all of the teachers of the county. It should gather up the results of such study, and present them, together with the opinions of the committee, in the form of a report to the county institute. The county superintendent will naturally follow the work of this committee with interest, and will make such suggestions from time to time as his judgment and experience with the teachers and the school may prompt. In particular he will be able to assist the movement directly by distributing to the teachers the report of the State Council when copies are sent to him for that purpose, and by recommending to all the teachers such co-operation with the county committee, and such study of the questions proposed, as time and other duties will permit. In some counties the report of the county committee as presented to the teachers' institute, whether adopted by the institute or not, has been printed and distributed to the teachers of the county, together with report of the State Council committee. This arrangement has served a very useful purpose. In the institute at which the county committee makes its report, there should be a full discussion of its recommendations and of the report of the State Council; and a new committee should be appointed, or the old one continued, for the work of the year then following.

It will be observed that the State Council is desirous

in this movement of securing not mere expressions of opinion, but rather the formation of intelligent convictions, based upon a fresh study of the problem in its several aspects. In particular we would recommend the careful reading of the best literature available for this purpose. The report of the Committee of Fifteen should be studied with the utmost care, and in connection therewith the address of Dr. Harris at the Jacksonville meeting of the department of Superintendence. We may call attention also to the following works, in addition to the list given in our first report:

*Hinsdale:* Teaching the Language Arts (International Educational Series, D. Appleton & Co., N. Y.).

*Hall:* Methods of Teaching and Studying History, (D. C. Heath & Co., Boston).

*Hall:* How to Teach Reading and What to Read in the Schools (D. C. Heath & Co., Boston).

Valuable papers relating to the problem of the curriculum may be found in the First and Second Year Books, (with the supplements), of the Herbart Society (to be had of Charles A. McMurry, Secretary, Normal, Illinois).

We desire, in conclusion, to express our appreciation of the assistance and co-operation which has been freely extended to us during the past year from all sections of the State; and our hope that the combined effort of all engaged in this inquiry may be still more fruitful of good results in the year that is to come.

All of which is respectfully submitted.

JOHN W. LINSCOTT,
ELMER E. BROWN,
LUCY M. WASHBURN,
P. M. FISHER,
WASHINGTON WILSON,
*Committee.*

Adopted by the Council of Education.

S. T. BLACK, *President.*
J. W. MCCLYMONDS, *Secretary.*

The following resolutions were adopted by the California Teachers' Association, December 31, 1896:

"*Resolved*, That we recognize with great satisfaction the very general participation on the part of our teachers in the investigation of the problem of our elementary curriculum, as inaugurated by the State Council of Education. We believe that the effective prosecution of this inquiry during the coming year in every county and city of the State is greatly to be desired.

"*Resolved*, That the Council be and hereby is authorized to print and distribute gratuitously to the teachers of the state, the reports of its committees on the course of study, on high school certificates, and on manual training, and that the Council be authorized to draw upon the treasury for $200, or such portion of that amount as may be required for necessary printing and postage."

JOHN W. LINSCOTT, *President.*

ANNA C. MURPHY, *Secretary.*

# APPENDIX A.

## Report of the Faculty of the State Normal School, San Jose, upon Course of Study for Public Schools.

*The Curriculum of Elementary Schools—Response of the Faculty of the State Normal School at San Jose, Cal., to the Questions proposed in 1895, by the Educational Council of the California State Teachers' Association.*

It is the opinion of the Normal School Faculty that the report of the Committee of Ten to the National Educational Association too largely ignores the constructive side of the child's development, the training of the hand to do, as well as of the eye to see, which, embodying in concrete creative form what the pupil learns, in turn strengthens his power for new acquisitions. We therefore believe that to the four great branches of study enumerated by the Committee of Ten—Language, Mathematics, History and Science—should be added a fifth branch, that of Manual Training and Art.

We also believe that Physical Exercises for the harmonious development of the whole body and the attainment of high health, should receive more time throughout the course, and be of a more judicious character, than is usual in schools. Music, also, for its own sake, for mental rest, and for enlivening school exercises, should be more or less frequent throughout the course.

Separate time has not been assigned to Ethics because it is believed that the best moral training and inspiration are mainly in connection with the different subjects of instruction and the usual conduct of the school.

To co-ordinate this report with others, the Physical Exercises and music are pre-supposed throughout the course, without mention of the time devoted to them, the time allotments of the great branches of study being given in fractions of the remainder of the school hours.

Question 1. Of the four great branches of study enumerated by the Committee of Ten, viz: Language (including reading, writing, language lessons and grammar), mathematics (including number work, arithmetic, etc.), history (including literature and history proper), and natural science, should all be studied in each of the elementary grades?

QUESTION 2. If any are to be omitted in any of the grades, what, and in what grades?

In reply, we believe that all the five great branches of study—the four named by the Committee of Ten and the constructive branch of manual training and art, should be carried on in all grades, but in varying proportions according to the development of pupils. For example, history should scarcely be begun in primary grades, what there is of it being incidental to language study, which has a double allotment.

This does not require that all these lines shall be studied each day. There should be enough alternation of subjects to ensure that the pupils shall not be distracted by too many lines at once. The alternate subjects may be presented on different days of the week, or in different weeks of the term, or terms of the school year, according to the nature of the subjects and the development of the pupils.

QUESTION 3. If all should be pursued, what proportion of time should be given in each grade to each of the four branches?

### 1.—LANGUAGE.

Language being not only the vehicle of thought but one of its factors, and reading the key which unlocks the storehouse of the world's knowledge and thought, the earliest years of a child's school life should give more time to training in language than to any other of the great branches of study. A part of this time in all grades should be given to specific instruction in language; another part should be incidental, consisting of training in accurate expression in all other subjects.

During the first three years of school, while the child is gaining the mastery of reading and writing, the vocabulary he uses, direct language instruction, including reading and writing, should have double the time assigned to any of the other great lines of study, besides unintermitting care as to the expression used in all other subjects. Thus language should have, on the whole, from one-half to three-fifths of the whole time of the school. After these first three years, the mastery of simple reading, writing, and expression having been gained, specific language study should have as much time allotted to it as each of the other great branches of study, and no more; yet the incidental training in language in connection with these other subjects being faithfully continued, language will really have a double share throughout the course. This incidental training should be mainly upon the accuracy of expressing the subject in hand, not distracting from the thought, but enforcing it.

Language work with children should mainly attempt to secure correct expression rather than theoretical knowledge. Technical grammar should therefore be subsidiary, it should be limited to those principles which are necessary to correct expression. Much writing should be required, criticised and corrected. Spelling and punctuation should be carried along with this work, and correctness in both be required in all school writing, in every branch of study. The writing should be upon subjects concerning which the pupil already has ideas,

largely the material of his lessons in science and history. Literature, although counted as a part of history, should furnish continual material for language study. During the latter part of the grammar school course, the direct language instruction should be less, and the study of fine examples of literature should be more. The principles of composition should be deduced from a study of English classics, but the chief aim in such study should be the interpretation of the author's thought and feeling, and a taste for the best in literature. By the end of the grammar school course, pupils should speak and write on subjects familiar to them, with a good degree of accuracy and force, and should have some appreciation of good reading.

## II.—Science.

Science work with children should be pursued only secondarily for the information gained, although this information is some of the most vitally important that the pupil can gain in school. The fundamental object should be the development of the child, as to (1) Power of observation and reasoning from observation. (2) A habit of observing and reasoning upon the natural phenomena which surround him and influence his life; and thus (3) Keen, intelligent interest in the world and mastery over it.

Therefore the main question is not which distinct sciences should be taught, but rather how science should be taught. Early instruction should preferably be not in any one science alone, but in those portions of each science which touch the child's life most nearly, and which he can best be led to observe for himself and understand. These studies of connected phenomena should not yet be divided off into distinct sciences. There should, however, be careful arrangement of the subject matter so as to induce coherent observation and thought, and gradually to lead into such concentration along the lines of one or more sciences as will secure the pupil's interest and power. It is therefore evident that book study of scientific results and generalizations is the very opposite of true science teaching. Book science should only follow training in direct observation and experimentation.

Observation of actual objects and careful reasoning on phenomena form the very best material for accurate expression, and until accurately expressed, the observation and reasoning are incomplete. Therefore properly given science lessons are also the very best of language lessons. The time devoted to such lessons is not a subtraction from that due to language, but an almost indispensable part of the language work itself.

True science work is thus a fundamental part of the training every human being should receive in order to develop his powers and enable him to grapple with the world in which he lives. In any age of the world it should receive a far larger part of the time allotment in schools than has been the custom, and in this age of scientific progress it needs an even larger share to put the pupil in touch with his times. The smallest proportion of time which can be allowed it is equal to that of

any of the other four great branches of study. It should receive at least its fifth of the whole time of school from the very entrance of the child into school, (1), because that is the age when children's observational power can best be cultivated—failing cultivation then, no later training will make up for the lack; and (2), because it furnishes a concrete basis for all other lines of study.

The time allotted to science study should be fairly divided between the study of inorganic nature and biology. Under the former, simple physical and chemical experiments will help to explain the out-door phenomena children are too often taught abstractly under geography, and phenomena that make the physiology and hygiene taught them less dogmatic. Under biology, while plants are the easiest and most available subject, and should perhaps be undertaken first, the active life of animals is peculiarly attractive to children, and its study forms the only true basis for the study of physiology and hygiene, which should be begun in the very lowest grades and continued at intervals throughout the course. In all biological study it cannot be too strongly insisted on that it is the *life* of the organism that is the main subject, anatomy being but a means to that end. With little children, no anatomy should be taken up. A small proportion of it should be given in the grammar grades, by such methods as to induce kindness to animals and reverence for their own bodies and their Creator. More should be shown by means of the always attractive, true and inspiring microscope than by means of charts, which are too often repellant and always misleading except in conjunction with fresh specimens. The physiology should be as far as possible based on the children's observation of animals and themselves. They should not be given unexplained hygiene maxims alone; but hygiene that they can thus be helped to understand in some measure they should not only be taught, but be trained to put into practice. Temperance physiology will then come in as a rational part of general physiology. The higher study of physiology, having a similar objective character, and far more scientific and effective than is now commonly taught in the public schools, should belong to the latter part of the High School course, after training in physics, chemistry, and zoölogy, has laid the foundation.

### III.—History, with Geography and Literature.

History, in its broadest sense, including the present as well as the past of humanity, and its literature as well as its events, has received far too small a share in the school curriculum, except in its department of geography; while the latter, as too often taught, though consuming disproportionate time, is not worthy to be classed as history.

Geography, as a formal study, should not usurp the lion's share that it does in most school courses of study, yet it should give more worthy results. It should for the first three years be a part of the science work, consisting mainly of observational study of the natural phenomena around us It would thus be at once "local geography," and a simple astronomical geography. During all the years later than

the first three, it should, while continuing to take part of the time of the science work, applying what has been and is being learned of natural phenomena to distant regions and to the earth as a whole, be as much or more a history study, dealing with the peoples of the earth, present and past. The regular instruction in history and the geography and literature involved should be supplemented by making these subjects a large part of the reading lessons and composition exercises; and the habit of consulting maps in all such direct study and collateral reading should be insisted on from the first. The map drawing, which from the first should form a notable feature, should have the time required for any carefully executed maps counted as a portion of the time allotted to general drawing, *i. e.*, to manual training.

As thus co-ordinated, history will receive no separate allowance of time during the three years of the primary grade; yet mythological, classical, and biographical stories, and good specimens of descriptive literature within the child's grasp, should be inserted among the child's reading lessons. During all the years of the grammar course it should receive the same proportion of time as the other four great branches of study, and during the last two years, in its department of literature, take some additional time, gained by the reduction of the time allowed to language.

During the first half of the grammar school course, geography should determine the order of study, continents and their regions and countries with their inhabitants being taken in turn, with a fair allotment of time to each, including a study of the United States, *not* in detail outside of the pupils' immediate surroundings, or at most, their state, but in clear conception of its general regions and its most notable features, natural and social. During the last half of the grammar grades, the general idea of the earth having been given, history should shape the course, the geography being reviewed and added to as an element of that history. Definite coherent instruction should be given in general and American history, and connected with this, in the fundamental principles of government, of social and municipal reform and progress, and some economic relations. Alternating with the lessons named should be studies in literature rather than language. Large use should be made of pictorial illustrations; and as far as possible, pupils should be led to original authorities, and taught to discriminate among authorities.

### IV.—Mathematics.

It is the opinion of this Faculty that mathematical work should be better done in schools and yet take less time. The great means to achieve these ends we think to be that the teacher should work for power rather than for extended knowledge. To this end all early number work, (1), should be based on concrete objects seen and handled, and led from them to the abstract; (2), should use small numbers, within the comprehension of the child; (3), should conduct processes slowly and carefully until thoroughly understood, then drill on them until familiar

and rapid. To achieve good results it is believed that number need not take more time allotment than any other of the great branches of study —during the first year even less, if besides the time assigned to specific instruction in number itself, number ideas are constantly developed and applied in connection with other subjects, particularly in the manual training, where measuring, adding, dividing into fractions, etc., should be concretely practiced, and forms constructed.

During the first three years, exercises should be mainly on numbers less than 100, and on the simplest of fractions, but the operations on these should be very clear, definite, and finally rapid. During the next three years children thus prepared should learn to handle in the same efficient way numbers in hundreds and thousands, fractions common and decimal, with small terms and simple operations, and simple ordinary measurements, and should have gained the power of clear analysis of the concrete problems thus presented.

Children thus prepared and arrived at the maturity of about twelve years, should by increasing the time allotment and making this the main study during the last two years of the grammar school, get an insight into the elements of concrete geometry and simple use of the notation of algebra, as well as receive a thorough drill on practical arithmetic. This arithmetic should be shorn of all comparatively useless intricacies, and the problems should be mainly practical. The drill in analysis and solution of plain problems should be exceedingly thorough. These problems should have relation to realities, as current prices and actual measurements, though little time should be spent on business forms or computations outside those touching the pupil's experience. Concrete work should still be the basis, generalization to be founded on this: the pupils instead of following book rules be led to deduce their own rules for processes, and to express them in algebraic formulæ as well as in words; analysis being at all times the main instrument of thought.

Pupils thus prepared will be well able during their high school course to master the mathematics required for university preparation, without crowding their other lines of study.

## V.—Manual Training.

The objects of Manual Training are:

1. To train the eye and hand to be more able agents of the brain, and to train the brain, in turn, by their realization of its ideas more concretely than through language alone.
2. To develop the creative activity.
3. To develop the taste.
4. To give respect for manual skill and enjoyment in it, thus fitting the pupil for its further acquisition if manual labor proves to be his chief business in life, and its appreciation if his pursuits are in other lines.
5. To give relief from more abstract brain work and lend interest and freshness to school life.

Manual Training is, therefore, not merely training of the hand without relation to other school subjects. The specific tool work and sloyd now often considered synonymous with manual training, and the systematic instruction in drawing which constitutes the only hand-training in most schools, are only special departments of manual training. They should have definite time allotments at different periods of the school course. But at least half of the manual training should consist of the concrete work connected with instruction in the other great branches of study. Therefore the time allotment to manual training is not that subtraction from the time of other subjects which it appears to be.

In the primary grades manual training should be a direct continuation of kindergarten methods, adapted to older children, being studies in form, color, number, etc., by means of clay modeling, drawing, water coloring, elementary sloyd, etc. This manual training should be carefully correlated with other studies. Thus the elementary conceptions of local geography should find expression as soon as given, in sand maps, and later in maps drawn upon paper. Forms of plants, animals, etc., modeled in clay illustrate the natural history lessons; measurements, cutting or folding into equal parts, modeling simple geometrical solids, etc., accompany and give the basis of the number lessons and elementary geometry.

Drawing and modeling must thus constitute a considerable part of manual training, and should in the primary grades be mainly conceptional, i. e. for the purpose of enabling pupils to see properly and gain true and definite concepts of the objects studied. Paralled with the free hand conceptional drawing should be some mechanical drawing, with ruler and measurements, for training in exactness of conception and execution. The grammar grades should add to this constructive drawing, and in later years of the course, special attention should be given to training the taste. Color as well as form exercises should be given. The drawing on days when drawings are not needed to illustrate other studies should be on a systematic plan, to accomplish the above aims.

The use of tools should constitute another part of manual training, and by their aid, in the later years of the grammar grades, simple apparatus should be constructed to illustrate the science lessons, especially physics. The course should be systematic and progressive, yet kept in continual relation to the illustration of the pupils' other current lessons. Artistic as well as exact construction should be sought. Girls as well as boys should learn to use the simpler tools, though not devoting so much time to them; a portion of the manual training time of girls may better be given to sewing lessons in the primary grades, and in the upper grammar grades to some cooking lessons, closely correlated with the instruction in chemistry and physiology.

Manual training, as thus outlined, should receive a full fifth of the time during at least the primary grades and first half of grammar grades. During the last half of the grammar school course, when math-

ematics demands more time, this extra time may be drawn from that allotted to manual training.

### VI.—Physical Training.

The physical training of children should begin as soon as they enter school, and be continued throughout the course. A part of this should be given in class exercises, and part to smaller divisions or individuals, so as to correct and develop them as they individually need. To this end, the children should be studied physically as well as mentally, as to their senses, muscular development, nervous condition, temperament, etc. Exercises of little children should be frequent, but brief. Special care should be taken during the critical years of development belonging to the last half of the grammar school course.

Hygienic dress, ventilation, and hygienic environment in general should be carefully secured; pupils should see their physiology lessons thus practically enforced. All indoor exercises should be supplemented by plenty of out-door play. It is also especially urged that the schools encourage parents of delicate or nervous pupils to send them to school but part of the day.

### Correlation of Studies.

Correlation of studies is thus, in our opinion, no focusing upon an artificial center, nor upon any one subject to the dwarfing of others. It is rather such a selection and arrangement of material as shows the true unity of phenomena and of thought. The pupil whose science and history lessons form the basis of his language lessons, and whose manual exercises illustrate and make every subject clear, is not distracted by the variety, but enlarged by it, while each subject is made more clear. The specialization which must come in his later studies, if he is to push to the advance lines of human investigation or execution in any direction, will not be warped and narrowed in its true relations by having his eye focused upon it from the first and blinded to its connections; nor will he choose his specialty until he fairly knows his powers and tastes. In such carefully correlated lessons, there are not many subjects each day, but one subject under many aspects, each reinforcing the other and deepening the single impression. The saving of time and strength is believed to be more than enough to cover a fair grounding in those important lines of human knowledge as to which most public school pupils are at present left wholly in ignorance; while it is believed the gain will be not only in knowledge, but also in power.

It is also believed that with the proper selection, simplifying and correlating of material, pupils can accomplish what is indicated almost entirely within the hours of school; that they will do better work and gain more intellectual as well as physical power by not being required also to study at home, except in the way of collateral reading. Such reading should be encouraged in every way. It will cultivate the homes as well as the pupils, and will allow full scope for exceptional powers, while not crowding the weaker. During the latter years of the gram-

mar course, the collateral reading assigned should be definite and considerable, wherever books of the school or public libraries and the homes will allow this; and some one lesson besides may perhaps be assigned for home work, to cultivate the habit of home study before plunging into it as High School students.

PARTS OF SCHOOL TIME.

| | PRIMARY. | GRAMMAR. | |
|---|---|---|---|
| | Age, 6 to 9 years. | Age, 9 to 12 years. | 12 to 14 years. |
| Language | 2 fifths. | 1 fifth. | 1 tenth. |
| Science | 1 " | 1 " | 2 " |
| Number | 1 " | 1 " | 3 " |
| Manual Train'g | 1 " | 1 " | 1 " |
| History | 0 " | 1 " | 3 " |

QUESTION 4. Can any one study be designated in each of the grades which should be regarded as the chief study of that grade?

Answered under "3."

QUESTIONS 5. Should any one of the four great branches receive a notable increase of attention over that which it now receives in the practice of the schools?

In answer to Question 3 it will have been noted that Science receives a notable addition; also history an addition, or rather correction, while manual training is added to the four named.

QUESTION 6. How far and in what way should the natural tastes and aptitudes of the children be taken into account in determining the work of any given grade?

The natural tastes and aptitudes of children at any given grade should be considered in the whole arrangement of the foregoing schedule. The varying tastes and aptitudes of individuals should, it seems to us, receive encouragement, but not to the exclusion of the other lines of study needed for symmetrical development. Under proper training the child may come to show ability and taste for these also; at any rate he should be given the opportunity. Child study, in the true sense, must form the basis of all intelligent training of children.

QUESTION 7. How far and in what way should the work be determined by the prospective life-work of the children?

While the "future life-work" of pupils should indeed give direction to all education, it is believed that the same course of study in early years affords the best preparation for all kinds of life-work, by a symmetrical development and a view into all the main fundamental lines of human thought and activity. Those pupils who leave school early will have gained what will enable the abler and more ambitious ones to go on in some of the lines they have been introduced to, while for others, specialization should not begin earlier than the latter part of the high school course.

But parents who have the means and will to give their children a more extended education than that of the public schools, should be encouraged to give those children that early start in foreign languages, music, etc., which so greatly facilitates success in these lines, by such an arrangement of the public school program as will allow such pupils to pursue only part of the public school course at a time. Thus the school course will be spread over more years instead of over-burdening the children by attempting these outside studies in addition to the full public school work. It is believed that this arrangement of studies will secure preparation for the University as early and much more thorough than the usual course of leaving these foreign languages to the High School period, while also giving more perfect physical development and therefore added power for later studies.

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# APPENDIX B.

The question of time allotment has recently been examined with great care by Dr. John T. Prince, Agent of the Massachusetts State Board of Education. The results of this examination have been published by the Massachusetts State Board of Education in "A Preliminary Report upon a Course of Studies for Elementary Schools," (Boston: 1897). Dr. Prince employs the same classification of studies as that ollowed by the California Council of Education, and in the course of his discussion makes comparison with the two sample schemes of apportionment presented by the Council in its First Report, Table XI. of Dr. Prince's Report is reproduced below. It should be stated that, in the column headed "Group of Studies," the distribution is as follows: I. Language, II. Mathematics, III. Science, IV. Literature-history. The column headed "Table VII.," presents the averages of time allotment found in ten representative courses of study, the detailed analysis of which appears on earlier pages of Dr. Prince's Report. The last column contains the percentages proposed by Dr. Prince.

TABLE XI.—*Showing the Percentage of Time recommended as a basis for a Proposed Time Program, together with Percentages given in Previous Tables.*

| PUPIL'S AGE AND GRADE. | Group of Studies. | Table VII. | California Report. Santa Cruz County. | California Report. Sacramento County. | Committee of Fifteen. | French Schools. | German Schools | Proposed Course. |
|---|---|---|---|---|---|---|---|---|
| Age 5 to 6, called Grade 1 in Nine Year's Course,.. | I. | 65.7 | 50.0 | 85.0 | ..... | ..... | ..... | Sub-primary. 45.0 |
| | II. | 14.4 | 16.6 | 5.0 | ..... | ..... | ..... | 10.0 |
| | III. | 12.4 | 16.6 | 5.0 | ..... | ..... | ..... | 30.0 |
| | IV. | 7.4 | 16.6 | 5.0 | ..... | ..... | ..... | 15.0 |
| Age 6 to 7, Grade 1 or Grade 2,..... | I | 56.0 | 50.0 | 50.0 | 60.9 | 50.0 | 55.5 | 55.0 |
| | II. | 18.5 | 16.6 | 15.0 | 9.7 | 14.2 | 16.6 | 15.0 |
| | III. | 12.1 | 16.6 | 15.0 | 19.5 | 14.2 | 16.6 | 15.0 |
| | IV. | 13.1 | 16.6 | 20.0 | 9.7 | 21.4 | 11.1 | 15.0 |
| Age 7 to 8, Grade 2 or Grade 3,..... ..... | I. | 49.1 | 50.0 | 50.0 | 60.9 | 50.0 | 50.0 | 50.0 |
| | II. | 17.1 | 16.6 | 25.0 | 9.7 | 14.2 | 22.2 | 15.0 |
| | III. | 12.8 | 16.6 | 10.0 | 19.5 | 14.2 | 16.6 | 15.0 |
| | IV. | 20.8 | 16.6 | 15.0 | 9.7 | 21.4 | 11.1 | 20.0 |
| Age 8 to 9, Grade 3 or Grade 4,..... | I. | 34.7 | 33.3 | 50.0 | 50.0 | 41 1 | 52.3 | 35.0 |
| | II. | 17.6 | 25.0 | 20.0 | 16.6 | 23.5 | 19.0 | 20.0 |
| | III. | 21.6 | 25.0 | 15.0 | 23 3 | 23.5 | 14.2 | 20.0 |
| | IV. | 25.8 | 16.6 | 15.0 | 10.0 | 23.5 | 14.2 | 25.0 |
| Age 9 to 10, Grade 4 or Grade 5,..... | I. | 31.5 | 33.3 | 50.0 | 40.0 | 26.3 | 31.8 | 30.0 |
| | II. | 17.4 | 25.0 | 20.0 | 14.2 | 21.0 | 18.1 | 20.0 |
| | III. | 24.5 | 25.0 | 15.0 | 22.8 | 21.0 | 13.6 | 25.0 |
| | IV. | 26.2 | 16.6 | 15.0 | 22.8 | 31.5 | 36.3 | 25.0 |
| Age 10 to 11, Grade 5 or Grade 6,..... | I. | 32.0 | 33 3 | 40.0 | 37.7 | 26.3 | 32.0 | 30.0 |
| | II. | 18.1 | 25.0 | 25.0 | 15.7 | 21.0 | 16.0 | 20.0 |
| | III. | 23.6 | 25.0 | 20.0 | 23.2 | 21.0 | 16.0 | 25.0 |
| | IV. | 25 8 | 16.6 | 15.0 | 23.2 | 31.5 | 36.0 | 25.0 |
| Age 11 to 12, Grade 6 or Grade 7,..... | I. | 34.3 | 25.0 | 40.0 | 37.7 | 26.3 | 28.0 | 30.0 |
| | II. | 18.5 | 25.0 | 25.0 | 15.7 | 21.0 | 20.0 | 20.0 |
| | III. | 22.7 | 25.0 | 20.0 | 23.2 | 21.0 | 16.0 | 25.0 |
| | IV. | 24.2 | 25.0 | 15.0 | 23.2 | 31.5 | 35.6 | 25.0 |
| Age 12 to 13, Grade 7 or Grade 8,..... | I. | 32.5 | 25.0 | 35.0 | 18.5 | ..... | 28.0 | 30.0 |
| | II. | 20.0 | 25.0 | 25.0 | 18.5 | ..... | 24.0 | 20.0 |
| | III. | 19.4 | 25 0 | 20.0 | 18.5 | ..... | 16.0 | 20.0 |
| | IV. | 27.7 | 25.0 | 20.0 | 44.4 | ..... | 32.0 | 30.0 |
| Age 13 to 14, Grade 8 or Grade 9,..... | I. | 27.1 | 25.0 | 35.0 | 18.5 | ..... | 30.4 | 30.0 |
| | II. | 25.9 | 25.0 | 25.0 | 18.5 | ..... | 26.0 | 25.0 |
| | III. | 18.2 | 25.0 | 20.0 | 18.5 | ..... | 17.3 | 15.0 |
| | IV. | 28.6 | 25.0 | 20.0 | 44.4 | ..... | 26.0 | 30.0 |

Dr. Prince proceeds with a discussion of time allotment on the basis of five groups of subjects, the first four being those presented above, and the fifth, a group of "Miscellaneous Exercises (including Singing, Drawing and Manual Training)."

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# APPENDIX C.

## PRESENT COURSES IN CALIFORNIA SCHOOLS.

BY LOUIS D. BAUN, MEMBER OF THE SEMINARY IN PEDAGOGY OF THE UNIVERSITY OF CALIFORNIA.

[NOTE: The following data are taken from the manuals of forty-eight counties. All except those relating to five counties (Del Norte, El Dorado, Mono, Santa Cruz, and Solano) are taken from the latest manuals. These have perhaps practically the same courses now as at the time represented by this report.]

The object of this paper is to set forth an average course of study based upon the various courses offered by the different counties of this State. Given herewith is a tabulated list of the studies and in what grades they are *begun* in the several counties.

As might be expected among so many Boards of Education, there is great divergence. E. g., in conversational exercises in the lower grade, some say that faulty language should be strictly corrected; others tell the teacher that conversational power is the chief desideratum. Never mind the small mistakes. With the one, quantity is everything, with the other, quality. In the same way some of the studies blend so into one another and the emphasis is so laid now here, now there, that it is difficult to pigeon-hole them correctly. Thus, especially in the lower grades, Physiology, Hygiene, Health Lessons, Object Lessons, and Observation Lessons are left so much to the individual teacher's discretion, that it is at times very difficult to tell really what is meant.

Then again a number of counties prepare the pupils mind for History by laying out a line of home and supplementary reading. This can hardly be classed as history, yet it needs some attention. In Grammar, several counties put off the State "Lessons in Language" until the Fifth or Sixth Grade, but they substitute something as an equivalent, as "Tarbell's Language Tablets," etc.

Another remark in passing. Usually where History is begun early, say in the Fifth or Sixth Grade, it is found that little or no attention is given to Nature Study, and *vice versa*, where much time is given to Natural History and Science, U. S. History is not begun until the Eighth

or Ninth Grade. It seems to be a case of choice between the two. Could not some of the time given to the endless Reviews be so utilized that both these important subjects might have due attention given them?

Beyond the Eighth Grade, more attention is devoted to History, Physics, and Physical Geography, and these together with Geometry, Algebra, Book-keeping, and Literature usually make up the work for the Ninth and Tenth Grades. The feeling seems to be that the Grammar Course ends with the Eighth Grade, and after that the work trenches upon the High School. Some thirty-seven counties have a Ninth Grade, though it is not always required from the teacher or pupils; six counties go as high as the Tenth Grade, and Amador ends the Grammar Grades with the twelfth. A few counties simply review the work of the previous grades in the Ninth Grade, while a majority offer in addition to the above mentioned such studies as Rhetoric, Word Analysis, Entomology, Civil Government, etc.

Shasta has a short course for schools of but one teacher and a long course for the schools where more teachers are employed. Alameda is the only county which has busy work in her course. Spelling is begun in every county in the first year and continued to the end of the course or until word analysis is taken up. Morals and manners, sometimes under more high sounding titles, are touched upon in all the manuals and the teachers instructed to see that the children learn the common laws of etiquette and to respect father and mother and superiors. Contra Costa is the only county that offers a course in manual training, and there it is regarded as an experiment. The teacher is required to attempt only such a part of it as she deems practicable.

Mendocino gives language one-half the time for the first three years, thereafter one-quarter the time; mathematics has one-quarter the time to the eighth year, but in the eighth and ninth years has one-half the time; history and science have each one-quarter of the time in years four to seven inclusive, but thereafter each has one-eighth the time. In a weekly programme given in the manual of Siskiyou County, most recitations are alloted to reading, spelling, grammar, and arithmetic; United States history and geography come second. The same result is obtained from a programme suggested by the San Joaquin County manual. In both these cases it may be noted, however, that writing and book-keeping together receive as much or more attention than spelling. Therefore it would not be a bold statement to make, that language, arithmetic and spelling together receive fully three quarters of the school time in California.

## CHART 1.—*Cities.*

| SUBJECT... | READING. | | | | | ARITHMETIC. | | | | | | | | | HIST'Y. | | LANGUAGE. | | | SCIENCE. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GRADE. | First..... | Second..... | Third..... | Fourth..... | Literature..... | Counting..... | Long Division... | Com. Fractions. | Dec. Fractions... | Anal. of Problem | Denom. Tables... | Percentage..... | Mental Arith.... | Geometry..... | Algebra..... | Book keeping.... | Biography..... | United States... | Civil Governm't | Convers. Exer... | Composition..... | Less. in Lang.... | Declam..... | State Gram..... | Geography..... | Physiology..... | Entomology..... | Nat. History..... | Physics..... | Drawing..... | Writing..... | Music..... | Object Lessons.. | Phys. Culture... | |
| I. | 6 | | | | | 5 | | | | | 1 | | | | | | | | | 4 | | | 1 | | 2 | 4 | | 5 | | 5 | 5 | 2 | 2 | I. |
| II. | | 6 | | | | | | | | 1 | 3 | | 1 | | | | | | | | 3 | 1 | | | 1 | | | | | | | | | II. |
| III. | | | 6 | | | 1 | 1 | 2 | | | | | 1 | | | | | | | | 1 | | | | 3 | | | | | | | | | III. |
| IV. | | | | 5 | | | 5 | | 1 | 1 | | | 1 | | | | | | | | 1 | 5 | | | | | | | | | | | | IV. |
| V. | | | | 1 | 1 | | | 4 | 5 | 1 | | | 1 | | | | 1 | | | | 1 | | | 1 | | | | | | | | | | V. |
| VI. | | | | | 2 | | | | | | | | | | | 2 | 1 | 2 | | | | | | 2 | | 1 | | | | | | | | VI. |
| VII. | | | | | 2 | | | | | | | 4 | | 1 | 1 | | | 3 | | | | | | 2 | | 1 | | | | | | | | VII. |
| VIII. | | | | | | | | | | | | 1 | | 1 | | 1 | | 1 | 2 | | | | | | | | 1 | | | | | | | VIII. |
| IX. | | | | | | | | | | | | | | 1 | 2 | | | | 1 | | | | | | | | | 1 | | | | | | IX. |

EXPLANATION same as Chart II. Six cities considered. Oakland leaves Writing, Drawing, Music, Physical Culture, and Manual Training to the direction of Special Teachers.

## CHART II.—*Counties.*

| GRADE | READING. | | | | | ARITHMETIC. | | | | | | | | | | HIST'Y | | | LANGUAGE | | | | | | | SCIENCE. | | | | | | | | | |

The following is an attempt to outline an average California course of study, based upon the forty eight county manuals and six city courses of study that have been examined:

## COURSE OF STUDY.

### PRIMARY GRADES—First Grade

Reading—1st State Reader, coupled with the use of chart and blackboard exercises.

Writing—

Numbers—Counting. The forty five combinations.

Conversational exercises in connection with reading. Talks about familiar objects.

Drawing—Elementary.

Object Lessons—Watching common plants grow, and discussing them.

Music—Singing simple songs.

Spelling—From reading and other lessons.

Hygiene—Care of body. Oral.

Morals and Manners—In all grades.

### Second Grade.

Reading—2d State Reader, often with supplementary and home reading in addition.

Writing—As in the previous grade.

Numbers—Besides "number work," begin common fractions, and also give some of the more prominent and useful tables of denominate numbers.

Language Work—Continued from First grade: with short pieces committed to memory.

Drawing. Object Lessons. Music. Spelling.

Geography—Ideas of location, direction, mainly in regard to local surroundings.

Physiology and Hygiene—Oral lessons.

### Third Grade.

Reading—Revised Third Reader begun.

Writing—Lessons on letters.

Numbers—Common fractions continued. Analysis of problems involving simple operations. More of denominate numbers. Mental arithmetic.

Language—Composition. Reproduction of stories. Care in regard to punctuation, etc.

Drawing—Of simple objects. Enlargement and reduction.

Music—Learning of songs.

Spelling—Dictation exercises.

Geography—Outlines. Physical surroundings.

PHYSIOLOGY—Body. Bones. Care of eyes, ears, teeth.

NATURE STUDY—Common plants, animals, and trees observed.

### FOURTH GRADE.

READING—Third Reader completed during this period. Supplementary reading.

WRITING—Combinations of letters. Care in all written work. Copybook.

ARITHMETIC—Four fundamental operations. Long division. Fractions. Mental work.

LANGUAGE—Composition. Declamation. State Lessons in language.

DRAWING—From models. Shading. Perspective.

MUSIC—SPELLING—

GEOGRAPHY—State Elementary. Map drawing.

PHYSIOLOGY—Bones. Injurious effects of alcohol and narcotics.

NATURE STUDY—Continue observations and talks on animals, plants and heat and light.

### FIFTH GRADE.

READING—State Fourth Reader. Supplementary reading.

ARITHMETIC—Factoring. Common and decimal fractions. Mental arithmetic. U. S. money.

LANGUAGE—State Lessons. Declamation.

WRITING—DRAWING. MUSIC.

SPELLING—Drill on misspelled words.

GEOGRAPHY—State Elementary.

PHYSIOLOGY—Primer. Talks on hygiene.

NATURAL HISTORY—Insects, animals, etc.

### SIXTH GRADE.

READING—Fourth Reader finished. Home and supplementary. Poems memorized for recitation.

ARITHMETIC—State Advanced. Mental.

LANGUAGE—State Lessons completed. Letter writing and composition.

DRAWING. MUSIC. SPELLING.

GEOGRAPHY—State Elementary completed.

PHYSIOLOGY AND NATURAL HISTORY—Continued.

### GRAMMAR GRADES—SEVENTH GRADE.

LITERATURE—Evangeline. Miles Standish.

WRITING—Attention to the poor penman.

ARITHMETIC—Percentage. Mental.

GRAMMAR—Revised State Text. Letter writing and declamation.

DRAWING. MUSIC. SPELLING.

GEOGRAPHY—State Advanced.

PHYSIOLOGY AND U. S. HISTORY—State Texts.

EIGHTH GRADE.

LITERATURE—Authors and their works studied.
WRITING—Business forms.
ARITHMETIC. GRAMMAR. State Texts completed.
DRAWING. MUSIC. WORD ANALYSIS.
GEOGRAPHY. PHYSIOLOGY. U. S. HISTORY. State Texts completed.

NINTH GRADE.

LITERATURE—Classics. Study of Authors.
ARITHMETIC—Robinson's or Walsh's Higher.
DRAWING. MUSIC. CIVIL GOVERNMENT. ALGEBRA. BOOK-KEEPING. U. S. HISTORY. Reviewed.

The above is an attempt to give an idea of what a composite of the courses of study now in use in this State would look like. Of course there is room for great divergence in the practical operation of what is outlined in the manuals. The character of the Superintendent and of his teachers must naturally affect the way in which the prescribed course of study is treated. That is beyond the province of this paper, however. Only what is printed in the prescribed courses of study is considered here.

It may be of interest to know that Inyo, Kern, San Joaquin, and Stanislaus Counties probably come the nearest to agreeing with the average course of study as outlined above.

## APPENDIX D.

### QUESTIONS BY THE SUB-COMMITTEE ON PRINCIPLES UNDERLYING THE CHOICE OF LITERARY MATERIALS.

The following questions have been prepared in hope of obtaining material helpful in a presentation of the subject at the next meeting of the State Teachers' Association. Teachers are earnestly requested to answer before November, if possible. Since the committee has not been able to meet in time to prepare this part of the work, the chairman assumes all responsibility for this outline. Address any communications to

MISS AGNES CRARY,
Chairman of Sub-committee on English,
State Normal School, Los Angeles, California.

A STUDY OF THE PRINCIPLES UNDERLYING A COURSE IN LITERATURE FOR THE PUBLIC SCHOOLS.

OUTLINE.

I. Aim in teaching Literature.

II. Difficulties in teaching Literature.

III. Principles of Selections.

IV. Course of study.

I.—AIM.

Definition: what do you consider the teaching of literature means? What distinction do you draw between teaching literature and teaching reading?

1. What part of the work of character building do you intend your teaching of literature to accomplish?

2. Do you think that beauty of expression, as well as beauty of thought, has a distinct part in this work?

3. Are we not in danger of lessening the full effect of noble literature by neglecting its beauty, and by persistently dwelling upon its ethical aspects?

4. Do you find your purpose in teaching literature is furthered by teaching it as an adjunct to history, natural history, or any other subject?

5. Is not fostering a love of good literature an end sufficient in itself, in that the ideals embodied will do their own work in quickening the nature of the children?

II.—DIFFICULTY.

1. To what causes do you attribute the present unsatisfactory condition of the teaching of literature? Conditions under which we work, lack of suitable texts, our own lack of literary culture, etc.?

2. What is the greatest difficulty you meet in your own work?

III.—SELECTION.

Two statements which may form working hypotheses are:

1. The subject matter and the ideals involved should be suited to the stage of the child's development.

2. The form should never sink below the level of correct English speech, and pure literature, works of art, should be used whenever possible.

Analysis of I. *Stages of the child's development.*

*a.* Into how many broadly defined intellectual and ethical stages do you divide the eight years' school course?

*b.* What do you consider the characteristic or especial intellectual need of each stage; the æsthetic need; the ethical need?

*c.* Do you find characteristic tastes or interests of which we may take advantage in selecting material?

*Material for work—Content.*

*a.* Do you advocate the use of fairy tales, folk lore? In what grades?

*b.* Do you advocate the use of the Classic Myths? Will you give selections used in the various grades, thus indicating the principles of selection. Do you find any difficulty arising from sex consciousness in the pupils? Is there any other difficulty peculiar to this subject?

*c.* Do you approve the use of Bible stories; heroic tales? In what grades would you use them?

*d.* Shall we recognize in the course of study the play impulse by giving the children reading that answers to comedy or farce for adults, such as Baron Munchausen, Alice in Wonderland, etc.?

Analysis of 2: The Form.

*a.* What requirements of literary form shall we consider essential? I suggest the following:

The English shall be pure, free from all dialect or provincialisms.

Each selection shall have unity of thought, sequence and proportion of parts.

Will you suggest any others you regard as essential?

*b.* Have you had any experience with children of the various grades that would indicate their ability to grasp our classic literature in its original form, rather than in adaptations especially prepared for them?

*c.* Do not such adaptations belong rather to the class of general reading than to literature proper?

### IV.—Course of Study.

1. Should the course be so constructed that the principles of selection may be firmly grasped by the individual teacher, who then shall choose from selected groups of material that best suited to the class in hand, or is the more rigidly prescribed course better?

2. Should it provide material for and include as an integral part the following: Stories told by a teacher; stories read by a teacher; books for home reading?

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# APPENDIX E.

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The following Advisory Committee and Sub-Committees have been constituted:

### ADVISORY COMMITTEE.

The Hon. William T. Harris,
The Hon. S. T. Black,
Professor George H. Howison,
Professor Earl Barnes,
Superintendent Jas. A. Foshay,
Professor F. B. Dresslar,
Mr. Chas. H. Keyes,
Mr. T. L. Heaton,
Mr. M. E. Blanchard.

SUB-COMMITTEE ON MATHEMATICS.

Professor Irving Stringham, Mr. —— Halliday,
Mr. A. C. Barker, Professor C. M. Ritter,
Mr. Paul J. Mohr.

SUB-COMMITTEE ON PRINCIPLES UNDERLYING THE CHOICE OF LITERARY MATERIALS.

Miss Agnes Crary.

SUB-COMMITTEE OF HISTORY.

Mrs. Rose V. Winterburn.
(Other members to be announced.)

SUB-COMMITTEE ON PRINCIPLES UNDERLYING THE CHOICE OF TOPICS IN NATURAL HISTORY.

Professor O. P. Jenkins.
(Other members to be announced.)

SUB-COMMITTEE ON HYGIENE AND PHYSICAL TRAINING

Miss Lucy M. Washburn, Professor T. D. Wood. M. D.
(Other members to be announced.)

# California Council of Education

## THIRD REPORT

OF THE

# Committee on the Course of Study for Elementary Schools

SAN FRANCISCO, CALIFORNIA

1898

# California Council of Education.

## THIRD ANNUAL REPORT

OF THE

## *COMMITTEE ON THE COURSE OF STUDY FOR ELEMENTARY SCHOOLS.*

*To the California State Council of Education:*

GENTLEMEN—To those who regard the problem of the course of study for elementary schools as an easy and simple matter, it will seem absurd that this committee is now presenting its third annual report, and has still no comprehensive and final scheme to offer. But we have only to remind you that we proposed at the outset to move very slowly. Courses of study which are hastily prepared are quickly set aside. Moreover it has never been the understanding of this committee that the formulating of a new curriculum constitutes its chief office. We have held that if the course of study is to serve its real purpose in the schools, it must be in the hands of teachers who understand it—that it must grow out of the practical experience of the schools, corrected and reinforced by theoretical study. We ask, then, that our work be not judged primarily as a contribution to the discussion of the course of study, but rather as a contribution to the continued professional training of teachers who are already at work in the schools. Such professional training centers in the teachers' institutes. One chief outcome to be expected from the work of this committee is an improvement in the work of the teachers' institutes. The particular changes which we have sought to bring about in these institutes are: a more general participation on the part of the teachers in the discussion of educational questions, this

discussion to be the outcome of months of well-directed study, instead of being an expression of the hasty opinion of the moment, or of long-established prejudice; and the appointment of committees in each county to direct such study, and so to secure continuity of effort from the institute of one year to that of the next.

With this brief preface to remind you of the nature of our task, we will pass on to the presentation of our report, and in this we shall follow the same order of topics as in the two reports previously rendered.

## I. Report of Progress.

1. Copies of our Second Annual Report were sent out to the county superintendents of the State, in accordance with the resolutions of the State Association, in sufficient numbers to provide each public school teacher with one copy. Instead of sending to those counties only which asked to be supplied, we sent this year to all of the counties. The number of copies assigned to each county was based on the statement of the number of teachers employed, as found in the latest report of the State Superintendent of Public Instruction. A number of the superintendents informed us that they had distributed the documents to their teachers, and it is fair to suppose that they were so distributed in the most of the counties, and very likely in all.

More counties report this year the appointment of special committees to co-operate with the State Council in this movement than in any previous year. The following lists have been sent in to us from the counties named:

### Alameda

S. D. Waterman, *Chairman*, Berkeley
Mrs. E. A. Wilson, Oakland
Miss Hattie E. Corliss, Oakland
Miss J. H. Lumbard, Berkeley
D. J. Sullivan, Alameda
John Gamble, Haywards
H. C. Petray, Livermore
H. W. Lynch, Centerville
W. M. Greenwell, Haywards
A. W. Scott, Alameda
J. W. Young, Alameda
J. F. Chandler, Oakland

### Butte

Jas. W. Grace, *Chairman*, Oroville
Miss Nellie Mead
Miss Alice G. Orton

## Calaveras

James Keith, *Chairman*, San Andreas
John Hancock, Angels Camp
Wirt D. Spencer, Vallecito
Miss Alice T. Mulgrew, *Secretary*, Carson
Miss Louise O'Brien, Milton
Miss Mattie Close, Milton
Miss Sarah Gallagher, Gwin Mine

## Colusa

J. E. Hayman, Colusa
W. H. Baker, Fresno
A. N. Thompson, College City
Miss L. H. Tindall, Colusa
Miss Lillie Langenour, College City

## El Dorado

Miss Ella Schlaier, Placerville
Wm. Bland, Placerville
S. B. Wilson, Placerville
Miss Francie Leitzinger, Georgetown
Miss Maggie Kelley, Kelsey
John Adams, Omo

## Fresno

E. W. Lindsay
W. H. Baker
Mrs. Ida E. Pinkley
Judson Appley
H. C. Shelton
J. W. Evans
Fred T. Moore

## Inyo

A. E. Janvier, Independence
Mrs. Ed. M. Clarke, Bishop
Henry Clay Hampton, Bishop
William G. Dixon, Big Pine
Mrs. S. W. Austin, Lone Pine

## Kern

D. W. Nelson
J. W. Duncan
Mrs. C. D. Ryan
J. B. Newell
Miss Virginia Jameson
W. J. Huggard
Leo G. Pauley
Mrs. L Rousseau

## Marin

G. H. Boke, *Chairman*, San Rafael
Jas. B. Davidson, Sausalito
Miss R. C. Brown, Larkspur
F. W. Wright, Novato
C. O. Sharpe, Olema

## Modoc

Mrs. M. L. Raker, Alturas.
Mrs. Anna L. Williams, Alturas
Mrs. M. A. Mulkey, Davis Creek

## Napa

J. L. Shearer, Napa
Miss Bessie Barnes, Napa Junction
Miss Louise C. Graham, St. Helena
Miss Winnie Timmons, Calistoga
J. A. Imrie, Calistoga
A. J. Mitchell, St. Helena
Miss Ada M. Banta, Lidell
L. T. Merwin, Napa
Miss Emma Ingemundsen, Napa
D. T. Davis, Monticello

### Orange

J. B. Nichols, Santa Ana
J. P. Greeley, Santa Ana
Chas. E. Taylor

### Riverside

Miss Mary Peter, San Jacinto
Miss Kate Candee, Riverside
J. C. Boyd, Riverside
Miss Clara Martin, Hemet
Homer Wilson, Murrieta
Miss Emma Eisenhart, Elsinore
A. W. Everett, Highgrove

### San Francisco

*(Teachers' Club)*

Frank Morton, *Chairman*
Miss Frances Hodgkinson, *Sec'y*
Miss M. E. Barry
Mrs. J. Kennedy
Mrs. L. K. Burke
Miss E. P. Keith
Miss Gertrude J. Cohen
Miss Mary Magner
Miss Rose Cohen
Miss Kate Mandeville
Miss Kate Conklin
Miss Kate E. Meighan
Miss Mary I. Connell
Mrs. E. M. North
Miss M. J. Henderson
Mrs. Mary J. Parolini
Miss Aimee Hirstel
Miss Agnes G. Regan
Miss E. A. Keating
Miss May Wolf
Miss M. E Keating
Mrs. N. Annette Wood

### San Joaquin

Miss Anna Kohler, Stockton
Miss Susie Kolberg, Stockton
Miss Alice Smallfield, Stockton
Mrs. Reta B. Baldwin, Stockton
John Anderson, Linden

### Santa Barbara

*Primary Section*

Mrs. T. G. Clark, Lompoc
Miss Nellie Woods, Santa Barbara
Miss Grace Laughlin, Los Alamos

*Grammar Section*

Mrs. A. I. Halls, Santa Barbara
J. B. Hankenson, Los Alamos
J. E. Hamilton, Santa Maria

*High School Section*

J. S. Denton, Lompoc
Miss Mary Polk, Santa Barbara
Geo. Russell, Santa Maria

### Santa Clara

H. G. Squier, San Jose
Miss Nettie W. Potter, San Jose
James Carson, New Almaden
Miss Jennie Cilker, Los Gatos
John Mauzer, San Jose

### Santa Cruz

D. C. Clark, Santa Cruz
Frank L. Huff, Boulder Creek
Miss Lillian A. Howard, Santa Cruz
Miss Margaret Bowles, Watsonville
W W. Wilson, Santa Cruz
Miss Fannie C. Humphrey, Santa Cruz
Irving Townsend, Watsonville

TULARE

C. J. Walker, Tulare
P. S. Woolsey, Visalia
S. S. Crookshanks, Porterville
S. D. Wolfe, Traver
W. L. Worth, Plano
H. F. Turner, Poplar
C. E. Brockett, Daunt

YOLO

F. E. Ellis, *Chairman*
Mrs. L. D. Lawhead
Miss Emily Grant
D. B. Lacy
C. B. Crane

## II. DISCUSSION.

Several of our sub-committees have prepared statements and recommendations which are presented as appendices to this report. We refrain from entering upon any general discussion in this place, desiring, as we do, to throw the full emphasis of the work of the coming year upon the proposals of these sub-committees. We do not undertake to express either approval or disapproval of the positions which these sub-committees have taken, but we desire to direct general attention to their recommendations as containing matter of great importance. We hope that these recommendations will be carefully considered by teachers, and especially by committees of the institutes in the several counties, that they will be generally discussed in the institutes, and that the results of such discussions will be reported to the council committee.

## III. RECOMMENDATIONS.

Your committee would respectfully present the following recommendations:

A. That this report be printed and distributed as was that of the year 1896.

B. That the State Teachers' Association be asked to appropriate the sum of two hundred and fifty dollars for the carrying on of this work for the coming year. This is the amount that was asked and granted a year ago.

C. That all city and county superintendents of schools in this State be requested to transmit copies of this report to all teachers in the public schools of their respective cities and counties, and to set apart each one day of the teachers' institute of the year 1898, for the discussion of the

plans and questions proposed by your committee, and by its sub-committees.

D. That all teachers be requested to give serious thought and study to the problems presented in these plans and questions, and to participate in the discussion of the same in the teachers' institutes; and that the institutes be invited to sum up and transmit to this committee the results of their discussions, whether embodied in the form of definite resolutions, or in any other convenient form.

E. That the public press of this State be invited to participate in the discussion of these matters.

F. That one half-day session of the next meeting of the State Teachers' Association be devoted to the presentation of reports of the further progress of this investigation, and the discussion of the same.

G. That the discussions of the coming year be especially directed to the reports of the sub-committees presented herewith. County committees are requested to select for their consideration such portions of these reports as seem to them especially important in the work of their several counties. Counties in which a beginning has been made on the consideration of Appendix D of last year's report (questions by the sub-committee on principles underlying the choice of literary materials) may find it advantageous to continue such study. We hope to have a report from that sub-committee to present a year from now. The questions which it proposes were prepared with great skill and open up a most attractive field of study.

H. For definite suggestions as to the conduct of this study in connection with the teachers' institutes, we would respectfully refer inquirers to pages 52 to 54 of our Second Annual Report.

In consultation with the chairman of the Council Committees on Hygiene and Physical Training, and on Manual Training, the opinion has been freely expressed that those committees might advantageously be reorganized as sub-committees of this committee. This proposal meets with the hearty approval of your Committee on the Course of Study for Elementary Schools, and we join with the chairmen

of the committees named in recommending that it be carried into effect.

We desire in closing to renew our expression of appreciation of the assistance and co-operation which have been extended to us.

All of which is respectfully submitted.

J. W. LINSCOTT,
WASHINGTON WILSON,
LUCY M. WASHBURN,
P. M. FISHER,
ELMER E. BROWN,
*Committee.*

Adopted by the Council of Education.

S. T. BLACK, *President.*
J. W. MCCLYMONDS, *Secretary.*

The following resolutions were adopted by the California Teachers' Association, December 31, 1897:

RESOLVED, That the State Teachers' Association appropriate the sum of $250 to be expended by the Council, in the publication and free distribution of its reports, in the printing of such circulars as may be required for the furtherance of the discussion and investigation of the course of study, and in the payment of necessary postage.

RESOLVED, That the time allotted to the Council of Education on the program for the next meeting be left to the Executive Committee.

C. W. CHILDS, *President.*
MRS. M. M. FITZGERALD, *Secretary.*

# APPENDIX A.

## Report of Sub-Committee on Mathematics.

*To the Committee on Course of Study of the California State Council of Education:*

Gentlemen—Your sub-committee on Mathematics submits herewith its first report. It is presented with the hope that it may form the basis of extended discussion by the various groups of educators throughout the State that are struggling with the difficulties of the problem of a uniform course of study. The report should be regarded as preliminary and tentative, subject to revision when further light is thrown upon its present judgments by the various tests that may be applied to them.

In constructing a program of mathematical studies, the committee has been guided by two important considerations: (1) The two-fold character of the purpose of mathematical study in the public schools; (2) the quite universally acknowledged meagreness of result now obtained from the study of arithmetic in most of our grammar schools.

Mathematical study serves a two-fold purpose—on the one hand as a weapon necessary in the daily warfare for existence, on the other as a mental discipline. Without the knowledge that it dispenses, and without the ability to use the instruments that it furnishes, the individual member of society is incapable of maintaining an independent existence; he becomes an easy victim for slaughter in the midst of the selfish scramble for preferment It is one of the inexorable laws of civilization that one must study arithmetic or perish. Only a little less important is mathematical study as a mental discipline. As such it helps to produce strength of mental fibre, cultivates the power to think with precision, and through the consciousness of power stimulates self-reliance.

In criticism of present results, it is sufficient for our purpose to enumerate briefly a few of the more obvious short-comings of our school work in arithmetic. This work is defective in that it fails to impart facility and accuracy in easy mental operations, attributable, doubtless, to meagre oral practice in simple computations; it uses cumbersome processes and misses many opportunities for employing short methods, in other words, takes refuge in a rule instead of applying sheer common sense; it does not call with sufficient emphasis for the use of correct and unambiguous language, and satisfies itself with an answer without

asking for a correct account of performance; it wastes time on subjects of little value either for practical purposes in life occupations, or for mental discipline. Arithmetical puzzles and a goodly portion of commercial arithmetic belong to this last category of faults.

The program of mathematical studies here outlined is mainly self-explanatory. The heading "Methods," however, is not sufficiently descriptive of the specifications in the last column of the table, since under it are contained some important items in distribution of time and subject matter.

The specifications under "Minimum Matter," "Additional Matter," and "Subject Matter" are intentionally brief; further details here can be easily interpolated.

Attention is called to the classification of subject matter. In the primary and grammar courses it is not logical, and only partly topical. It might be termed natural or psychological, the prime consideration here being the adaptation of the material as food for the growing mental faculties. A forced logical or topical classification of study in our elementary schools appears to the committee to have no justification in experience.

In the High School program, on the contrary, the classification is both log cal and topical.

While there are some doubts in the minds of the committee on some points in the proposed mathematical curriculum for the primary and grammar schools, the committee feels more confidence in its program for the High School. That is a scheme which has been thoroughly tried and, thus far, has not been found wanting.

A question of prospective importance, not touched upon in the proposals of this report, because the committee recognizes the impossibility of any profitable realization of results in the near future, is whether geometrical study in some form should not be a part of the program in mathematics in every year from the kindergarten to the high school. The committee suggests that possibly, even probably, the neglect of the cultivation of the form sense in the child by organized study through the earlier years of school life is a misfortune. Experience and current practice in French and German elementary schools point strongly to such a conclusion. The introduction of this form-study, however, in the primary and earlier grammar grades would be unfruitful of good results under existing conditions. The changes that such an innovation would bring with it will of necessity come about gradually, after repeated trials, with alternations of success and failure.

The committee urges that the opportunity for future consideration of this question be not lost sight of.

# The Proposed Program of Studies

## PRIMARY AND GRAMMAR SCHOOLS.

| Year. | Time allotment Minutes per week | Minimum Matter. | Additional Matter. | Methods. |
|---|---|---|---|---|
| 1st | 60<br>Daily twelve minute exercises.<br>Classes not to exceed 25 pupils. | No definite assignment. Large discretion as to amount to be left to the teacher. | | Objective work, but used as a means, not as an end. Aim at the conception of abstract numbers, and apply to the solution of simple problems.<br>The work throughout to be chiefly oral.<br>The thoroughness of the Grube method but not its rigorous limitations. |
| 2nd | 60<br>Daily twelve minute exercises.<br>Classes not to exceed 25 pupils. | Easy examples in addition and subtraction.<br>Simple problems. Reading and writing of numbers to 100. Fractions, such as ½, ¼, ⅛, ⅓ Denominate numbers in common use, such as time, U S. money, weights, linear measure. | More thorough treatment of addition and subtraction. | |
| 3rd<br>4th | 100<br>Daily twenty minute exercises.<br>Classes not to exceed 25 pupils. | Four fundamental operations in integers and in decimals of not more than three places, using only whole numbers for divisor. Problems in exemplification of the subjects taught.<br>Problems involving simple denominate numbers<br>Problems involving easy work in fractions. | More work in common fractions. | Half the time to be given to oral exercises, calling for daily practice in easy mental computation. Puzzles to be avoided, short processes to be employed; e. g. never multiply by 25 but divide by 4. |
| 5th<br>6th | 125<br>Daily twenty-five minute exercises.<br>Classes not to exceed 25 pupils. | Thorough treatment of common and decimal fractions. Simple problems in percentage, unclassified. Tables in denominate numbers, committed to memory; practice in reduction.<br>Problems in exemplification of the subjects taught. | Concrete Geometry. | Oral practice ten minutes daily, in all the fundamental processes in so far as they can be performed without resort to pencil and paper.<br>For method of teaching tables see Ritter's Pedagogics of Arithmetic. |
| 7th<br>8th | 150<br>Daily thirty minute exercises.<br>*Arithmetic and Algebra* on alternate days.<br>*Geometry* on alternate days.<br>Classes not to exceed 25 pupils | The four fundamental operations in compound numbers. Prime and composite numbers; divisibility of numbers Greatest common divisor. Percentage with applications to interest, profit and loss and simple discount. Square root, proportion. The metric system. Problems involving reviews, Geometry, Algebra. | More geometrical demonstration and more algebra. | Oral practice ten minutes on alternate days.<br>Concrete geometry leading up to and including work in demonstration. Mensuration.<br>In Algebra—applications of the equation in solving problems. |

## HIGH SCHOOL.

| Year. | Time-Allotment | Subject Matter. | Methods. |
|---|---|---|---|
| 9th | Algebra: three times a week. | Elementary Algebra through equations of the first degree (simple and simultaneous), factoring. H. C. F. and L. C. M. | Much oral work, especially in factoring. Demonstrations of principles as fast as the class is prepared to conduct them understandingly. |
| | Geometry: twice a week. | Plane Geometry: Fifty propositions; with abundant exercises to be assigned as a part of every lesson. | Much oral work as a training in correct use of language. No algebraic symbolism in this first year of geometry. *Pure geometry.* |
| | Algebra: three times a week. | Elementary Algebra: Fractions, fractional equations, quadratic equations (simple and simultaneous), powers and roots. | Increase the amount of demonstration of principles. Introduce liberally purely literal expressions. |
| | Geometry: twice a week. | Plane Geometry (continued): Seventy-five propositions with exercises assigned as a part of each lesson. | Algebraic methods may be introduced, but distinction between algebraic and geometrical should not be lost sight of. |

The foregoing to be required of all pupils; the following of pupils preparing for college:

| | | | |
|---|---|---|---|
| 11th | Algebra: twice a week. | Algebra: Advanced work in factors and quadratic equations; theory of quadratic equations, theory of indices, surds, and complex quantities, ratio proportion and variation, the progressions, examples of simple series. | Require practice in rigorous demonstration. |
| | Geometry: three times a week. | Plane Geometry completed, Solid Geometry and Mensuration. Examples. | Use algebraic methods freely, calling for occasional alternative proofs, one by algebra, the other by pure geometry. |

The following to be entirely optional:

| | | | |
|---|---|---|---|
| 12th | Algebra: three times a week. | Determinants and theory of equations. Inequalities, limits, indeterminate forms, exponentials and logarithms, natural logarithms, convergency and divergency of series, indeterminate coefficients with applications to integral functions, partial fractions, expansion of functions and summation of series, permutations and combinations, binomial theorem (any index) exponential and logarithmic series, logarithmic computation. | Rigorous demonstration of principles throughout, except in a few cases where such demonstrations belong to Higher Algebra proper. |
| | Trigonometry: twice a week. | General formulae of plane trigonometry with applications to the solution of triangles and the measurement of heights and distances. | In the definition of the trigonometric functions and the development of the formulae, use the method of projection. |

The course of study here outlined answers the questions numbered 10 a, b, c, . . . . l of the Council of Education's second annual report on the course of study. It will only be necessary to call attention briefly to what these answers are.

10 a. What studies from the mathematical group should be pursued in each grade? *Arithmetic in all the grades; geometry and algebra in the seventh and eighth grades.*

10 b. In what grade should long division be taught? *Not later than the fourth.*

10 c. In what grade should the study of common fractions begin? *In the first.* In what grade should provision be made for teaching the addition of common fractions by finding the least common multiple of their denominators? *Very simple examples in the fourth; general theory in the fifth.*

10 d. In what grade should the study of decimal fractions begin? *In the fourth.*

10 e. In what grade should the analysis of problems begin? *From the beginning and throughout the study of arithmetic.*

10 f. In what grade should the learning of tables of denominate numbers begin? *The simple cases in the first, second, third, fourth, and fifth; the completed tables in the sixth.* What tables should the pupils be required to learn? *Linear, square, and cubic measure, liquid and dry measure, time, U. S. money, the dollar equivalents of the pound sterling, the mark, and the franc. The metric system in the eighth grade.*

10 g. What topics in percentage should be taught in the schools? *The one topic of percentage with examples of its application, chiefly confined to interest, profit and loss, and simple discount.*

10 h. Is it desirable that the work of each grade should deal with one topic or small group of topics in arithmetic? *No.* Or should work in all the main topics be continued through several grades? *Yes, so far as this is practicable.*

10 i. What place should be given to mental arithmetic? *Should be taught daily during the first six years, on alternate days during the seventh and eighth years.*

10 j. What topics in algebra should be covered in the course for the grammar school? *So much as is necessary to enable the pupils to solve problems by the use of equations.*

10. k. What should be the general scope and character of instruction in geometry in the elementary school? *Concrete and inventional geometry and mensuration, leading up to and including some practice in demonstration.*

10 l. What instruction in book-keeping should be undertaken in the elementary school? *None.*

As a plan of campaign for the further consideration of the questions discussed in this report, the committee suggests the following:

That a copy of this report be sent to every public school teacher in the State.

That all persons who receive the report be invited to send to the Committee on Course of Study such criticisms of its proposals and such suggestions as they feel impelled to send after careful weighing of reasons for and against.

In order that this preliminary report might be as brief as possible, the committee has abstained from including in it any elaborate arguments in favor of its proposals. At a later stage in our investigations, it may be thought desirable that the committee should present in greater detail its reasons for these proposals, and it asks for the privilege of publishing such addenda to this report as it may deem important and advisable.

Very respectfully submitted by the Committee,

IRVING STRINGHAM,
*Chairman.*

Members of the Committee,

IRVING STRINGHAM, Berkeley.
C. M. RITTER, Chico.
A. C. BARKER, Salinas.
PAUL J. MOHR, Oakland.
HARRY HALLIDAY, San Diego.

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## APPENDIX B.

### REPORT OF SUB-COMMITTEE ON PRINCIPLES UNDERLYING THE CHOICE OF TOPICS IN NATURE STUDY.

*To the Council of Education:*

The sub-committee on nature study in the earlier part of last year met and mapped out work under the following divisions:

A. The study of the influence of nature study on the schools where it is introduced, and its relation to the other work of the schools.

B. The encouragement of the further extension of nature study in the schools.

C. The examination and listing of helps for teachers in preparation and methods.

D. The working out of the details of a course in nature study adapted to the different grades.

E. The making of a natural history survey of California, and putting this in such form that it may be a source of material that teachers can draw upon for nature study, and may also be the means of inducing active work among pupils by securing their co-operation in the work.

Some work has been done along all these lines, but the committee can only report progress, and that, it must be confessed, is slow. This of necessity is the case with so large a work proposed, and under the conditions of the work.

In respect to divisions A and B, a circular was sent out to the schools over the State, which included, with other matter, the following request:

"This committee desires information as to the possibility of having further tests made as to what can be done with this subject in our elementary grades.

We would respectfully submit to your consideration the following ways in which you could aid the Committee's work:

(1) By sending to the committee, about the close of the present school year, an account, concise though definite, of what has already been done in the schools of your county in the line of elementary science. This account should indicate the grades in which the work has been done; the average time devoted to it; the kinds of work done; the methods of instruction employed; the difficulties experienced; and the generally accepted results.

(2) By arranging to have the schools of your county carry out, during the coming term, lines of science work that the committee will suggest, and by having the results of this work reported to the committee in the early part of November.

(3) By having the teachers of your county study the subject according to the suggestions of the second annual report of the Committee of the Council of Education. This report was read at the San Jose meeting of the State Association, and will soon be printed for distribution among the teachers.

(4) By devoting some portion of your next Institute session to this subject."

We regret to report that a very meagre response by correspondence was given to the request. However it is known through other sources that there has been throughout the State considerable attention given to nature study and that considerable interest is awakened in many quarters, and that there is a rapidly increasing demand for help in this line. We desire through your report to give this request a wider circulation and earnestly desire that there be sent to the committee, as requested, accounts of work done.

The committee is ready to make suggestions to correspondents in

regard to Division C. Under Division D pertaining to the course in nature study considerable work has been done both in gathering material for a course and in experimenting with this material in schools, but the committee is by no means ready to report finally on a definite course of study. It is believed that the following considerations should be taken in account in forming a course in nature study :

1. That, at least in the lower grades, the subjects used should be treated as simple phenomena, not as parts of formal sciences. That attempts to lay hold of the larger relations constituting a science are to be deferred until a wider experience with phenomena and a greater maturity of mind will make such work of a high value. This perhaps may be begun in years previous to the high school.

2. The lessons from the first should have for their chief aim accurate seeing and clear thinking in the presence of facts, not forgetting the value of the information gained.

3. In the earlier grades the lessons may be about equally drawn rom the plant, animal, and inorganic fields of nature as season and opportunity may suggest or permit, not dwelling at a great length of time continuously on the same group of things.

4. Since nature study is to give a certain amount of experience in seeing and thinking rather than the knowledge of a particular set of objects, the course, rather than a prescribed list of objects for the various grades, should be for each grade a bountiful list far in excess of what any one school might exhaust. Such a list would present enough material to allow constantly the selection every day of what was best adapted to the conditions of that day, and thus permit of the greatest interest and the highest efficiency.

5. The time given to nature study should be from one-fourth to one-fifth of the school program. While it should be wisely correlated with other subjects, it should not be swallowed up in correlation, but should have its periods where it appears for its own sake, for what it is to give to the pupil.

As the above views are far from being considered final, the committee earnestly invites discussion, criticism, and suggestion at this formative stage, when they are most valuable.

In respect to Division E, it will be recognized that the proposal it includes is to be the work of years, if it can be carried on. It will require the co-operation of many scientific men and means for meeting necessary expenses of publication, map-making, etc. There is no doubt that scientists from the different departments will co-operate, and several have already promised to do so. The question of means is still to be solved. In this brief report a full discussion of what is proposed cannot be entered into. One member of the committee, Professor Kellogg, has with great labor worked out as an example of what may be done as a beginning, one group of insects, the Dragon flies of

California. This includes a natural history of the group, giving their mode of life, methods of rearing and study in aquaria; a list of the literature on the subject; and a descriptive list of the species with a key for the determination of the species. There is already much work on the plants, animals, geological and physical phenomena that has been done in the State from which it remains now only to select what would be adapted to the nature study work in the elementary schools. It is the hope of the committee to make this rich fund of material available as a most valuable means of education of our children.

Respectfully submitted.

Sub-Committee,

O. P. JENKINS, *Chairman.*
R. S. HOLWAY,
F. DUNN,
VERNON KELLOGG,
G. W. BEATTIE,
EDWARD HYATT,
ELWOOD CUBBERLY,
B. W. GRIFFITH,
MRS. ALICE MERRITT DAVIS.

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## APPENDIX C.

### REPORT OF THE SUB-COMMITTEE ON PHYSICAL EDUCATION AND HYGIENE.

*To the California State Council of Education:*

GENTLEMEN: The responsibility of the schools for the child is twofold. First,—to protect and develop him while too young to do this for himself—to protect and develop him physically as well as mentally and morally, the latter being largely dependent on the physical. Second, —to teach and train him, so that he will afterwards protect and develop himself and those under his charge as parent, teacher, citizen.

Where is he to get this instruction and training if not in the public schools? To leave it to high schools and universities cuts off all but a few, the fewer that in their specializing the great majority of even

university graduates receive little instruction along this line that they did not bring with them from the public schools. And as to even those who do have physiological teaching in these higher institutions, it is already too late to save the health of many, and habits are already fixed in wrong directions.

The school's care and protection of the child under its charge should include :

First—environment. Especially there should be good air and plenty of it, full ventilation without draughts and guarded against all pollutions. Grounds should be selected and buildings constructed with expert care as to light, dryness, and all other hygienic considerations.

Second—adaptation of the course of study to the child's nervous system. No matter what study be sacrificed, the amount of work must be restricted so as not to overtax, but to develop the pupil's brain and entire nervous system. In the growing demands of the age this will require careful choice of the subjects, and their teaching in the order in which the child's developing mind grasps them most easily, and also their correlation, so that each topic may help the rest. It will even then demand the sacrifice of not only all rubbish, but much that is valuable, since nothing is so valuable as the child's unwearied brain.

Third—building up the child's whole physique and then his brain by (a) physical culture at school, including direct exercises and supervised outdoor plays, with constant watchfulness as to position during study, etc., (b) influence on the home as to nutrition, sleep, habits, and environments.

Fourth—Care of individuals; especially (a) the delicate and the over-nervous, who should be given part work and work judiciously arranged for their needs, and (b) the defective as to sight, hearing, nutrition, etc., who should be sorted out by tests for the eye, ear, etc., and parents consulted.

The startling statistics as to the production of ill health and low vitality by over-pressure in the schools of Denmark, as presented by Dr. Wood, and the paper by Dr. Myra Knox on the very frequent physical defects among school children which interfere with their intellectual development, but are often overlooked by parents—these are offered as part of our report *. In view of such a state of things, which all that we know leads us to believe common in American as well as European schools, can we claim that the schools are fulfilling their first responsibility to the child—that of protection and development?

But besides protecting the child and looking after his physical development, the school is responsible for so teaching and training the pupil that he will come to take intelligent care of himself, and after he

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* These papers cannot be included in the Report of the Committee on Course of Study for Elementary Schools for lack of space; but may be found elsewhere in the Proceedings of the State Association.

leaves school, of those under his own charge. To do this is one of the most important parts of that instruction for which schools are mainly constituted.

The direct instruction and training of the pupil, besides what he gets by example, should include : Teaching of so much physiology and hygiene as he is fitted to understand and be interested in; training him to carry these teachings into practice, as fast as he can learn from this direct instruction and from examples, thus making him as soon as possible, interested and responsible and giving him life-long habits.

This physiology teaching should not be mere book-work nor rote memorizing. It should find an objective basis in every department of nature-study wherever phenomena and laws can be studied that have a bearing on human life. For instance, in physics, simple studies of the direction and causes of air currents should be at once developed into studies of the mechanism of breathing and the methods of ventilation—and these practiced as soon as learned and ever after. As soon as the simplest ideas of chemistry are developed, it is time for their application to the differences between the air breathed in and that breathed out; and later, between the foods consumed and matter given off from the body. Early studies in plants should especially be directed to the life and growth of the plant, and these soon lead to studies in our own assimilation and growth, and to an intelligent knowledge of plant food products. While studying seeds and their germination and growth, care should be taken not to omit the invisibly minute germs that have such powerful influence on human life and health, and the methods of securing ourselves against those injurious to us in air, water, and food, and the avoidance and disinfection of everything involving contagion. Zoölogy opens the largest field of all in the comparative study of functions—the method that is most true as well as most full of progress for either advanced workers in physiology or for beginners, and the method at once most interesting to the child and the least likely to develop self-consciousness. For instance, the study of the eyes, ears, and senses of animals, of their limbs and motions, are all the more fascinating to children when compared with their own. What very little anatomy needs to be given early in this study can be given easily and simply in connection with small lower animals, painlessly and delicately treated, in such a way as to excite no repulsion, or over-stimulated imagination like that often caused by physiological charts of the interior of the human body. A little use of even a low-class and now cheap microscope, as in observing the circulation in the frog's web, gives the most vivid and true as well as attractive real knowledge on which can then be based nearly all that is practical in physiological knowledge for the pupils—far more of the most fruitful knowledge than is known by the majority of adults.

It is our experience, too, and our earnest belief, that such physiology

is the very best preventive of the wrongly directed curiosity of children, often, alas, unknown to teachers or parents, awakened only to be debauched by playmates or already corrupted older persons to whom the child, in the sense of mystery hushed up by parent and teacher, turns for satisfying God-given instincts of inquiry that should instead have had sweet and natural guidance. A true, wholesome, proportional, reverent knowledge of the great laws involved in his own living body and his personal responsibility, thus gradually developed, is the very best basis for passing purely and nobly through the seething epoch of developing youth. Shame to us if we leave the lad and the girl unfortified at the time of temptation by our strange neglect.

The teaching that we have tried to suggest in connection with the various departments of nature study will seem incidental to that nature study and its order must be largely determined by the time when proper foundation has been laid for each point. But there should be a coherent plan so that these studies shall, by the time most pupils leave school, have covered all the main fundamental physiological facts. No one preferred subject should become a fad and monopolize the time—not the study of narcotics, nor of ventilation, nor of bacteria, nor of physical exercise—all of these and more should have been seen in their true relation—seen simply but vividly. And as the art of physiology has been constantly carried on in connection with the knowledge of it, it has become an incorporated part of the pupil's habitual life. He becomes an example of what President Jordan has so well said, "All knowledge is scientific knowledge. There is no other knowledge. But the object of science is wisdom. Wisdom is knowledge what to do next Virtue is doing it." It is as foolish to try to teach the science of physiology without applying it as to teach the science of language while never training in expression, as was done in the old foolish grammar teaching. And to teach it without illustrating it by example is like the teaching of grammar by a teacher who murders the King's English. The pupil's common sense revolts.

But training gradually, as we have tried to outline, by simple and natural and yet fundamental studies in great laws and their bearing on human life—training to the wisdom that knows what to do next, the virtue that does it—we shall send into the community a generation of youths who will go on to greater knowledge and interest in the same lines. Whether in the universities or in the larger school of life, they will take up their duties as they come—duties to themselves, then to their children and to the community at large—with a knowledge and interest and sense of responsibility that will do away with abuses, advance sanitation, and a better era of public and individual health, with consequent mental vigor and morality.

Have we anything like this in the schools to day? Can we face the fact that instead of being leaders in the growth and application of

the new sanitary knowledge which has within a few years made such rapid strides, schools are dragging far in the rear. They are usually worse ventilated than prisons, becoming distributing centers of contagion, and they are hot-house forcing grounds of nervous overstrain. With all our new psychology showing us the intimate dependence of the mind on the body, every other study has more time allowed it and has had more attention paid to proper methods of teaching it than the knowledge and care of our own life. What is to be done? There are two great wants: Teachers better trained and more deeply inspired, and school authorities intelligently alive to the urgent need, giving time in the course of study and facilities for the best teaching, and enforcing their use.

Perhaps the best practical plan at present is the employment of specially trained teachers in towns and cities to give their whole time to the subject, or in the smaller towns, half of their time. These teachers should give physiology and health lessons of fifteen or twenty minutes twice a week to kindergartens and primary grades, and thirty minutes two or three times a week to grammar and high school grades. They should also plan for and supervise further instruction by the grade teachers in connection with nature study and its continual application throughout the entire school day.

Gymnastic exercises should be given by the same trained teachers or by the grade teachers under their supervision. In the kindergartens one-third to one-half the time should be spent in games and exercises involving the larger muscles. In primary grades there should be at least four fifteen-minute periods for physical exercise, including the intelligently supervised games of recreation periods. In grammar grades two twenty-minute periods daily, besides recess supervision. In high schools thirty minutes every day or at least an hour three times a week where special gymnastic facilities have been given.

There should also be hygienic inspectors, either the above described special teachers or others having special training, who should inspect the school grounds and buildings, the school room routine of work, and the physical and nervous condition of the pupils, including anthropometric measurements, tests of special senses, and other neurological investigations.

In all schools, even the ungraded country schools, the urging of the work as a special application of nature study, with its importance emphasized by an adequate time allotment, will go far to place the study of health and its basis on a proper footing. Already there are many more teachers ready and even eager for the work than school authorities ready to recognize its importance and make way for it by cutting off less fruitful studies.

We ask your adoption of our report or a brief summary of it, and the placing of it before school superintendents and teachers for discussion at the county institutes in connection with the course of study.

And we ask you to urge upon the State Teachers' Association the adoption of measures to increase the amount and quality of hygienic care of pupils and their instruction along the lines herein set forth.

LUCY M. WASHBURN,
State Normal School, San José,
T. D. WOOD, M. D.,
Stanford University,
*Committee.*

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## APPENDIX D.

### CALIFORNIA ASSOCIATION OF TEACHERS OF HISTORY.

At the meeting of the History Department of the State Teachers' Association, December 29, 1897, an association was formed for the promotion of the study and teaching of history. This organization was a direct outgrowth from the Committee on Historical Investigation appointed at the History Round Table of the State Association of 1896. During the past year the committee has been at work on the following lines: An investigation of the present status of history teaching in California; the promotion of the study of local history; a study of the historical instincts of children. So much interest was manifested in the replies to inquiries sent out by this committee that it was deemed advisable to test the desire of the teachers of the State for a broader organization. This was done by centering the program of the History Department of the State Teachers' Association of 1897 in the question, "Shall we have a State organization?" The result has been the formation of this association.

An Advisory Board of five members was elected to act as the executive body, consisting of Professor Bernard Moses, Berkeley, President; Professor A. B. Show, Stanford, Vice-President; Mrs. R. V. Winterburn, Stockton, Secretary; Superintendent E. M. Cox, Santa Rosa, and Miss Genevra Sisson, Stanford University.

It is the aim of this Advisory Board to respond to teachers who express a desire for suggestions in any definite line of work; to aid in creating a demand for improved methods in teaching; to reach every county of the State through its institutes and its energetic teachers; to unify to some extent courses of study, not, however, by limiting the

individuality of the teacher, but by guiding instruction into approved topics and methods, and to publish a series of pamphlets, in which shall be preserved the results of investigations made by the members of the association.

A cordial invitation is extended to every one who wishes to become a member of the association to send his name to the Secretary, and to take part in the effort to promote the study and teaching of history in California.

## CONSTITUTION.

### Article I.

The name of this body shall be the California Association of Teachers of History.

### Article II.

Its object shall be to promote the study and teaching of History in the State of California.

### Article III.

Section 1. The officers of the Association shall be a President, a Vice-President, and a Secretary, who, with two other members, shall constitute the Advisory Board.

Section 2. The Advisory Board shall be elected by ballot by the members of the Association at the annual meeting.

Section 3. The Advisory Board shall elect its President, Vice-President, and Secretary from its own number, and their officers shall be the officers of the Association.

Section 4. The President shall call and preside over all meetings of the Advisory Board and of the Association. In case of the inability of the President to perform the duties of his office, these duties shall be performed by the Vice-President.

Section 5. The Secretary shall be the general administrative officer of the Association, acting under the direction of the Advisory Board, and shall have charge of all books and papers, conduct the correspondence, and receive and disburse the funds of the Association.

Section 6. With the approval of the Advisory Board, the Secretary of the Association shall appoint a County Secretary in each county of

the State. The County Secretaries shall represent the interests of the Association in their several counties.

SECTION 7. The Advisory Board shall make all necessary rules and by-laws for its own government and for the direction of its officers.

SECTION 8. The Advisory Board is empowered to fill all vacancies in its own number.

ARTICLE IV.

Any person may become a member of this Association on proper application to the Secretary, followed by approval of the Advisory Board, and the payment of an annual membership fee of fifty cents.

ARTICLE V.

SECTION 1. The annual meeting of this Association shall be held in connection with the State Teachers' Association, at such time and place as the Secretary may designate.

SECTION 2. Nine members of the Association shall constitute a quorum.

ECTION 3. The program of annual meeting shall be made by the Secretary, subject to the approval of the Advisory Board.

ARTICLE VI.

On recommendation of the Advisory Board, this Constitution may be amended by a majority of the members present at any annual meeting.

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## APPENDIX E.

### RECENT CHANGES IN ELEMENTARY COURSES OF STUDY IN THE UNITED STATES.

[From a paper prepared in 1896–97 by Mr. Frank Tade for the Seminary for the study of special problems in education, University of California.]

The field which this paper investigates, and the subject matter from which conclusions are drawn, consists (1) of actual elementary courses,

in active operation in many of the States, as far as attainable through official reports and announcements, and (2) of courses proposed and recommended for adoption by authority of educational departments, but not yet formally followed as State courses.

To the term *recent* considerable elasticity has been attributed so as to allow (1) Comprehension of movements somewhat *prior* to the Report of the Committee of Fifteen (March, 1895), which Report may be considered as the tangible product and visible expression of those forces which had been previously operating invisibly and without conscious direction, upon the Elementary Course of Study, and (2) Examination of movements subsequent to the Report, with the view of determining the extent of the influence of the suggestions embodied in the Report.

From an investigation of reports from various States, it would seem that the Elementary Course of Study has undergone a growth which may be viewed as both an *Extensive* and an *Intensive* movement.

I. By *Extensive* movement is meant the Addition of *New* Subjects. These subjects appear under two different classes, viz.:

(a) Receptive—Information giving.

(b) Outgoing—Constructive, synthetic, expressive.

II. By *Intensive* movement is meant the

1. Re-organization of old material; new internal arrangement of content of old subjects, accomplished by

(a) Elimination of highly technical parts of some subjects, as Grammar and Arithmetic.

(b) Correlation of different subjects that are mutually interdependent, as History and Geography, Language Work and Natural History, etc.

2. More emphatic insistence on some of the old subjects—contrasted with the other tendency of expansion—a protest against increasing the length of course.

The first of these movements will be considered here.

### Addition of New Subjects.

These are embraced in two classes which are representative of two distinct theories—the one advocating studies which call for absorption, imbibing by the pupil, pure appropriation of information, the other urging for adoption work which calls forth constructive, synthetic activity on part of the pupil, in which he is not a passive receiver, but an active creator.

### (*a*) Information Studies.

1. Under this heading come the Culture Studies—Literature, in the form of Myth, Story, Fiction, Biography, History, and Sociology.

In many of the States, subsequent to the mastery of the mechanical part of reading, a wide range of supplementary reading is afforded.

In Massachusetts simple English Classics, Fables and Fairy Tales, form the work in reading of early years.

In Bergen County, New Jersey, Historical Stories are read in fifth and sixth year, and works of various authors last two years.

In Nebraska, eighth year is devoted exclusively to Prose Narrative and Poetry. Complete works studied.

In Michigan and North Dakota we find a wide field of supplementary reading properly graded.

In Minnesota, Course in English Literature is arranged to illustrate the notions of description, narration, explanation, and argument.

In Massachusetts, literary taste and love for good reading is to be cultivated by using works of Longfellow, Whittier, Holmes, Hawthorne, Lowell, Franklin, Thoreau, Bryant, Irving, Scott, Fiske, and Emerson.

2. The time for beginning History has been pushed further forward—in District of Columbia beginning in the fifth year; in Colorado, fourth year; in Washington, fourth year; and in Indiana from the very beginning—of course, in quite elementary form and local in character.

Increased attention is directed towards Biography as affording good material for elementary work in History, using simple biographies of those who were identified with early history of the country, as a means for impressing more firmly historical facts.

3. Instruction in principles of Civil Government is quite general during last year of elementary course.

4. Regular Courses in *Morals and Manners* are prescribed in New Jersey, Colorado, Iowa, Missouri, North Dakota, Pennslyvania, and Rhode Island, running from lowest grade to the eighth, the object being the inculcation of principles of right doing, right motives, gentleness, regularity, obedience, and removal of temptations.

5. In many of the Eastern States, Oral Lessons of a very general nature have been introduced in lowest grades, serving to direct attention to elementary notions of lines, colors, form, etc., as preliminary to future expressive work.

6. The most far-reaching, both in significance and generality of adoption, of all information studies, is Nature Lessons, or, as some describe it, "Nature Science."

In Massachusetts, a very carefully elaborated course is provided, including study of minerals, plants, and animals throughout eight years.

In Connecticut, a course in experimental lessons in Science, touching on Force, Motion, Liquids, Air, Heat, Magnetism and Electricity, Oxygen, Carbon, and Hydrogen, is in use in the Elementary Schools, first taken up in primary, and reviewed in grammar grades.

In District of Columbia, plant and animal work (very complete) is taken up for first five years, and Simple Physics (Matter, Mechanics, Heat, and Sound) in the seventh year.

In Colorado, Nature Work is pursued for seven years, increasing in range and significance in later years.

In Iowa, some time is devoted to Nature Study during fifth and sixth years.

In Bergen Co., N. J., from first year, in which simple Natural History is taken up, the course runs to the sixth and seventh years, in which Elementary Physics is studied.

In Minnesota, Observation Lessons are employed during the first five years; in sixth and seventh, Physics and Chemistry of Air and Water; and in the last year, Chemical Substances, Phosphorus, Sulphur, Oxygen, Hydrogen, and Nitrogen.

In Nebraska, study of Plants and Animals and Natural Phenomena is provided for throughout eight years, adapted to the seasons, and after acquisition of general knowledge, attention is given in sixth, seventh, and eighth grades to Gross Anatomy.

In North Dakota, beginning with third year, we find Elementary Science, Plants and Animals, leading up to Heat, Light, etc., in seventh year.

In Oregon, Natural History and Elementary Science find a place in the Elementary Course.

In Pennsylvania, numerous successful attempts in study of Natural Objects and Phenomena are reported—the work of individual effort, for the State does not appear to direct the movement officially.

In Rhode Island, teaching of Elementary Science has been introduced with marked success, adding new zeal and zest to the whole of the school work.

In Wisconsin, Nature Lessons begin at first year in study of plants and animals. In the last years of the grammar school, investigation of natural phenomena, properties of matter, pressure, electricity are made the subject of study.

The above citations are evidence of the generality of the movement over the United States. The richness of the course varies from simple oral lessons by the teacher to independent work, as collections and observations, by the pupil, guided by the teacher.

A very significant feature of the introduction of Nature Lessons is that it serves as a connecting link between the receptive and the constructive work, in that observations of nature are widely used as the basis for constructive work by pupil in description, composition, classification, drawing, also in oral reading and spelling.

### (*b*) Constructive, Synthetic, Expressive Studies.

1. Language.

In Connecticut, Language work has science subjects and readings in literature for basis. Last two years devoted to Grammar.

In District of Columbia, Science, History, Geography, and Physiology furnish thought material for oral and written composition, paragraphing, and abstracting. Grammar postponed to last two years.

In Massachusetts, correct expression and freedom of expression are sought in early years through composition, biography, and letter writing. Ideas of Grammar are taken up in last year.

In New Jersey, course in Language has been definitely outlined, and the importance of Language work, especially in connection with other subjects, is strongly emphasized. Reproduction of short stories, orally and in writing, is encouraged.

In Michigan, constant drill in written reproductions, stories, and description. Particular attention to punctuation and common words commonly used incorrectly. Formal Grammar last two years.

In Missouri, at first, results of observations are embodied in form of compositions. Later, literary selections are given and form the basis of expressive work, gradually leading up to Grammar in last two years of course.

In Socorro, New Mexico, Language work combined with other subjects is pursued to fifth and sixth years, after which Grammar is taken up.

Nebraska carries Language work throughout the course, adding formal Grammar last two years.

Oregon provides for Language work as preparatory to Grammar.

In Pennsylvania, Natural Science is made the basis of Language work, strengthening, giving content and meaning.

In Washington, all subjects contribute to Language work, which is conducted for first six years as Language work proper—composition and reproductions. Then Grammar is taken up.

In Wisconsin, throughout the whole Elementary Course there is work in cultivation of expression, writing of narratives and description, letter writing, leading up to analysis and syntax.

2. Form Study and Industrial Drawing.

This subject finds its highest development in Massachusetts and Connecticut, although it has been widely introduced.

In Massachusetts, Form, Color, and Arrangement are subjects for first three years. Then Constructive, Decorative, and Pictorial Drawing in last five years extensively studied.

In Connecticut, especially New Haven, work in Drawing, Form-study, and Color is of high order of merit. It is fully recognized as part of school training and is under competent direction.

In Colorado, Color, Form, and Drawing run through first four years.

In District of Columbia, a very elaborate course is in operation, including Form, Color, Constructive, Freehand, and Instrumental Drawing, running through whole of eight years.

In Iowa, Drawing, Color, and Form are studied throughout course.

In New Jersey, a very fully outlined course in Drawing is included.

In Nebraska, Drawing is prescribed through whole elementary course.

In North Dakota, complete course in the Prang System of Drawing for all grades.

In South Dakota, first five years are occupied in developing observing powers through study of form in models and objects, and modeling and pattern-making as means of expressing what has been observed. In fifth year, work assumes more definite and practical character. Further work in Construction, Pictorial Representation, and Decoration.

In many States, general lessons on Shapes, Lines, Form, Color, are given by teacher orally.

3. Inventional Geometry and Algebra.

This form of constructive work has not been as widely introduced as the preceding. Wherever it is in use it is in the last year of the Elementary Course. The Geometry is not of the kind requiring careful demonstration, such as forms the body of High School Geometry, but Simple, Inventional Constructions of Figures and Measurements. The work in Algebra consists of Elementary Processes, and use of Simple Formulae in Solution of Problems

We find both Inventional Geometry and Algebra in the District of Columbia.

In Massachusetts, Constructive, Plane Geometry, with Illustrative Problems in Mensuration. Also Algebra.

In Bergen Co., N. J., Geometric Problems in Invention and Algebra are part of last year's work.

In Missouri, eighth year provides for Algebra, as does the Course in Socorro, N. M.

In Nebraska, Elementary Algebra and Geometry in eighth year.

In some parts of New York (e. g. Rochester), Algebra occupies one-half concluding year.

In North Dakota, course provides Algebra in eighth year.

In South Dakota (e. g. Deadwood), a good course in Concrete Geometry is provided. In eighth grade, those parts of Arithmetic for successful study of which greater maturity of mind seems requisite, have been displaced by Elementary Algebra.

In some parts of Pennslyvania we find a year's work in Algebra.

4. Vocal Music.

This subject appears in some States throughout the entire Elementary Course, in others only for first few years.

In District of Columbia, Missouri, North Dakota, Oregon, Pennsylvania, Rhode Island, parts of Connecticut and Massachusetts, Vocal music forms a regular subject of instruction through the whole Course.

5. Bookkeeping.

This finds slight adoption. In Massachusetts, in sixth, seventh, and eighth years, we find work in Simple Ledger, Day-book, and Posting. Nebraska course provides Bookkeeping in eighth year; also North Dakota and Washington.

6. Manual Training—Cooking and Sewing.

Generally, Manual Training is offered to boys, and Cooking and Sewing to girls.

In Massachusetts, last three years have an extensive course in Manual Training (known as Sloyd).

In New Haven, Connecticut, "results of instruction in Cooking and Woodwork have been highly satisfactory and it is being extended. It has a high practical value, for it teaches economy, neatness, and order, and the educational value of this kind of training is admitted."

In District of Columbia, during seventh and eighth years, there is manual work in "shops," wood and iron work, bench work and use of tools, employing drawings of pupils. Cooking is taught in seventh and eighth years, the object being to give pupils instruction in plain cooking and in house-keeping so far as it is dependent on the kitchen. In addition to recipes for ordinary dishes and making and cooking the same in the school, notes are given on the proper way of mixing ingredients and as much of chemistry of food as is necessary for intelligent cooking Sewing during third, fourth, fifth, and sixth years.

In Rhode Island (Newport), Elements of Sewing in third and fourth Grammar grades. Cooking in three upper grades—theory and practice.

In Providence, R. I., Cooking and Sewing successfully carried on.

Throughout New Jersey, reports are made of very successful efforts in Manual Training, Drawing, Modeling, Sewing, Domestic Economy, and Woodworking through various Elementary grades, chiefly from fourth to ninth.

# California Council of Education.

## FOURTH ANNUAL REPORT

OF THE

## *COMMITTEE OF THE CALIFORNIA COUNCIL OF EDUCATION ON THE COURSE OF STUDY FOR ELEMENTARY SCHOOLS.*

*To the California State Council of Education:*

GENTLEMEN—

The publication of our third annual report has been unfortunately delayed, owing to the delay in printing the proceedings of the meeting of the California Teachers' Association for 1897, of which it forms a part. That report is now ready for distribution. It contains recommendations of great importance, relating especially to the course of study in mathematics and nature subjects. We hope that it may be thoroughly considered and discussed in every teachers' institute in the State during the year 1899. We would recommend that this, our fourth report, be issued as early in the year as possible, in order that it may be considered along with its predecessor. That we may avoid overburdening the institutes with questions and suggestions, we shall make this report as brief as possible; but it will offer two subjects for discussion which we believe to be of great importance. One of these is the report of our sub-committee on "Principles Underlying the Choice of Literary Materials," presented in Appendix A. The other is the proposal which we now beg leave to present.

The Council of Education has now been engaged for four years in the consideration of the problem of a course of study for elementary schools. It has had the assistance of special committees and of teachers' institutes in almost every section of the State, and of individual educators who have offered suggestions of great value. The question has been frequently asked : What is to be the outcome of all of this labor? Are we to have merely the general, and rather intangible, improvement which results from the more thorough study of the problem, or are we to have in addition thereto some definite betterment and unification of the courses prescribed for use in our schools ?

Your committee has pursued a conservative course. We have no revolutionary reforms to recommend. We do not propose to break up the good that we have in order to construct an ideal system out of the fragments. On the contrary, we believe that improvement is to be made by realizing the capacity for improvement which is found in our present system.

Every process of development is characterized by periods of slow and almost imperceptible progress, and by occasional times of marked and decisive advance. We believe that in the matter which we have under consideration, the time has now come for a forward step. We desire in this, as in all other portions of our inquiry, to take the whole body of teachers of the State into our consultation ; and hope that when this has been done the step may be such as shall represent the combined wisdom of the State, and may be taken with the concurrence of all classes and sections.

We present, accordingly, for suggestion and criticism, the following proposal :

*That the State Board of Education be requested to prescribe the outlines of a course of study for all of the schools of the State, acting under the authority conferred by the first paragraph of Section 1521 of the Political Code.*

In order that this proposal may be fairly judged, we present the following suggestions as to its meaning and implications :

1. The recommendation should be presented to the State Board by the State Teachers' Association, and should

be based on the general results of the inquiry instituted by the Council of Education.

2. The State Board should not be asked to prescribe a complete course of study, but only the outlines of such a course. These outlines should cover only a portion—perhaps two-thirds or three-fourths—of the time of each grade, leaving the remainder to be distributed by city and county authority. This committee has held that the local authorities, in turn, should leave a portion of the school time to be allotted by the individual teacher, according to his judgment of the needs and opportunities of his school.

3. The State Board in prescribing such outlines should take due account of the differences of conditions as between city and country schools. This should not be done in the way of making essentially different outlines for city and country, but rather by allowing a longer time for the completion of the course in country schools, and possibly by making larger provision for manual training and related subjects in city systems.

Your committee would respectfully renew its recommendations of former years respecting the publication and distribution of its reports, the co-operation of school superintendents and teachers, of the State Teachers' Association, and of the public press of the State, and the appropriation of two hundred and fifty dollars by the State Association to defray necessary expenses.

We would also express our renewed appreciation of the co-operation which has been extended to us, and our hope that the questions which we propose for discussion during the coming year may awaken friendly and fruitful interest.

All of which is respectfully submitted.

JOHN W. LINSCOTT,
ELMER E. BROWN,
LUCY M. WASHBURN,
P. M. FISHER,
WASHINGTON WILSON,
*Committee.*

# A Report on the Principles of Selection Underlying the Choice of Literature for the Common Schools.

AGNES CRARY, LOS ANGELES.

Some three years ago, the State Council of Education in California desired a report on the principles of selection underlying a course in literature for the public schools. In such a study, the universal aspects of the problem appear, and the first need seems to be an inquiry into literature and pedagogy, in order to gain any foundation for a practical result. But such inquiry has been made again and again, and its results noised abroad.

This paper is an attempt to find just where our Californian schools stand, and how far we may take first principles for granted, for without such definite knowledge we are in danger of deserving such criticism as was visited upon the training department of one of our State Normal Schools. "Sure its fine," said its Irish patron, impressed by its wonder of methods, "but why do they overlook the natural intelligence of child?"

The problem has been two-fold: first, to determine the aim and the working plan of each county in its use of literature; second, to determine what is the literary standard to which the material selected conforms. This report is based on the courses of study of the counties, as given in their latest manuals. In some cases those as far back as 1890 have been consulted. An attempt was made also to secure the aid of the county superintendents, and through them the interest of at least one clear-headed grammar school teacher in each county. By correspondence it was thought possible to supplement the necessarily condensed statements of the manuals, and also to obtain a check on the impressions received from them. To such help this report owes much of whatever value it may have. In many cases there was a generous response to any inquiry; in others, it seemed nothing less than a requisition from the Governor could procure even a course of study, and my utmost blandishments, accompanied by stamps for reply, proved too weak to elicit any information.

The study of some of these county courses in literature gave food for sad reflection. Now I know that between printed directions and their results in the school room, the connection is not inevitable, nor does an elaborate bill-of-fare always argue a good dinner. But when a county prescribes for its seventh grade the reading of "Evangeline" without comment, and for its eighth "Evangeline" with comment, there are certain justifiable inferences as to its knowledge of books. Again, there was found at times a catholicity of taste fairly awe-inspiring, as in one prominent county, which recommends for its grammar school children

the reading of "Mrs. Braddon," "Dante," and "Josh Billings" complete. Such selection is really no selection, and the joke of the matter is gone, once one realizes what it means for the children. Happily, such extreme instances were rare.

Before discussing courses in literature, it is well to define that word "literature" as used in this paper. In addition to the body of art to which it belongs strictly, it here includes material literary, because of its treatment of literary subjects, as stories from the classics; again, material literary, because its primary purpose is to delight rather than to inform. This would include all fiction. But the term literature as applied to school courses is often widened to be a synonym of reading matter. It is not so used here, and in so far as such a paper as this may be a special plea, I protest vigorously against this interpretation which includes all printed matter from the daily paper to a reference book in science. Such confusion in terms has bred no small confusion in the current ideas on the subject.

Almost every phase of the whole subject of better literature for the common school is represented in our county courses. It is not necessary to go into the history of the general movement or its causes. The first discussion bearing notable results in this State, followed the reading of a paper on literature in the common schools, by Mr. Horace Scudder, in 1888, before the meeting of the National Educational Association at San Francisco. His paper voiced the sentiment of the best schools, and in some respects was an attack on a still earlier movement represented by Swinton and other makers of school texts, who filled the readers with trivial accounts of the doings of children, or made of them a cheap reference book. Theirs was a dreary and inane realism at its best; but Mr. Scudder in his vigorous protest advocated not a return to the earlier readers, too often a chance collection of classic scraps, but he advised the reading of real literature, especially of whole works or selections having some unity. The Heart of Oak and the Riverside series are full of the new spirit, and our own State reader, in its serious attempt not only to give beauty of thought but to preserve beauty of form may well be classed with these. A worse fate can befall a child than to be shut-in to one such series. Learning by heart is old fashioned, but the heart of the boy who has truly read these books is henceforth the home of many a lovely fancy and brave thought. Still the school reader by its very nature is strictly limited in the amount of its material; and the system which divides its contents into handy scraps for recitation deprives it of selections demanding long continued interest on the part of the student. Therefore, all grades need more reading matter in quantity, and all after the primary need also a different quality.

Now if the teacher be herself full of the knowledge and love of literature, in this as in all other needs, there will be no lack; but such knowledge implies a training which as yet we cannot rightly demand. Hence, the need of selected material, or still better, principles of selection.

One group of about eight counties shows with especial clearness the influence of the theory of correlation of work, or at least one current conception of that theory. Unity of course is sought in unity of subject matter, too often secured by laying all subjects under forced contribution to the particular favorite of whoever blocks out the curriculum. In California the subjects so honored are history and natural history, or science, concerning which latter word one is tempted to use that particularly obnoxious little phrase, "Science falsely so-called."

Now these are good tangible subjects, with well established meanings which even the warfaring man of the proverb can appreciate and examine classes upon. But literature is an art, and culture in it a thing of the spirit, not easily set down in per cent. So literature is crowded out, but even these iconoclasts hesitate before "Evangeline" and "Lady of the Lake." Just why these two poems should monopolize the time of the last years' work of our common school student would be hard to tell. It is heterodox even to question, but one would hesitate to say that the two amiable young women of the poems, or any of the other characters involved are the very best English literature can give a grammar school boy or girl in the way of ideal of life. Nor is the limped flow of the verse a kind of melody to quicken young steps or fire young hearts. But in the schools most given to this correlation, co-ordination, one is tempted to add conglomeration, the students are not left to enjoy even these readings in peace. They must study them for history, geography, grammar, in any way and every way except the one way needful—as poems.

This group of schools fails also to realize that the attitude of mind before a scientific or historic problem differs from that in which we get the most from an æsthetic enjoyment. Now education is largely a training of the man so that he may establish and consciously maintain that position before any demand of life, that the nature of the demand makes. The difference between the trained and the untrained man is largely in the strength and persistency with which the will can hold the attention; the self-conscious determination of attention is the secret of strong living. Now on the same piece of material in relatively the same period of time, we force the children to change from the scientific to the æsthetic attitude, and *vice versa*. In this way we drill them in vicious mental habits; for the unconscious shifting of one's point of view cuts down clear thought at its very roots. It is true the boy must learn to know himself as related to the world of social life, of nature, and of art, but such knowledge does not come from losing the distinction. In the old fable of the black and white shield, each knight reported truth of the side he saw. As some one has said, we would introduce a third figure who tries to see both at once, and vows the shield is gray, and he is the only liar of the three.

Another idea influencing many courses of study in our State is that the literature and even the tales in history should be exclusively American. Horace Scudder, in his speech before referred to, is quoted as holding this view; but such interpretation, I believe, is truer to the letter

than to the spirit of his speech, which was indeed a charter of new liberties to our schools. It is wise to turn first to our own literature, but we need no protective tariff against the poetry of other lands. A narrow interpretation of that word "American" is foreign to those catholic and mighty souls who have given it meaning in history. Just now we are hearing much of our common inheritance in the traditions and blood of the English race—a recognition somewhat tardy perchance, though it were ungracious to question its motive. But of all peoples we Americans may claim for our children the richest dowry in literature, theirs by the unquestioned right of inheritance. Scâld and troubadour have sung for our fathers' fathers. Dante or Goethe is nearer than Shakespeare to thousands of us, and there is scarce a drop in American veins not warmed and sped in its flowing by the quick blood of the Celt.

But the movement which characterizes this State as a whole, which seems to have entered almost every hamlet, and too often to have run riot in our cities, is that outgrowth of the Herbartian doctrine known as the Culture Epoch Theory. It holds us by its appeals to history, and fascinates by its parallels to evolution. Its premise is that, in the large, the mind of the individual in its growth from infancy to maturity repeats the life history of the race in its progress in civilization. Therefore, it concludes that the different stages of the race history will furnish material most helpful to the individual mind in the corresponding stage of its development. It draws also its parallel to the evolution of the embryo. But Nature, beholding as in a glass the general type, moulds with swift hands physical man from glory to glory; the life that climbs is the reality, not the evanescent forms of fish or bird. But where is that divine instinct which shall determine the periods of this spiritual gestation?

The grade of a child in school is slight indication of its rate of progress, for that rate is determined not so much by age, as by the complex factors of heredity and environment. Moreover, a child is the mythmaker or savage warrior modified by an increment of modern spirit, and it may be extremely difficult for him to come into sympathy with any given historic stage of development; for example, the boy who from his babyhood dislikes fairy tales.

Again, this theory applied in its purity tends to make a course in reading a collection of nursery or classic bric-a-brac, which may appeal to one kind of boy, but scarcely to the sort worth educating.

This theory, in conjunction with various others, has thrown great emphasis on the use of the classic myths.

Of the 347,620 school children of the State, almost sixty per cent. are set by special direction to the study of this great body of material which has played so mighty a part in the education of the world. And by the others also there is much of such study; the material is in the State readers, the spirit of the work is in the very air. Now we may stand with the utilitarian who ridicules a return to these outworn faiths, or with the moralist, who fears their stimulus to the imagination, and

distrusts their ethical content; or we may have that larger faith which sees in such art one aspect of the life of the spirit, which, if it scorn, it must suffer loss. Be our attitude what it may, the fact remains that California is committed to the policy of allowing the freest breadth of the classic spirit to breathe upon the children of her homes. What wonder if some of us, hearing the sound thereof, dare hope that our children's children may yet give to America an art unashamed before the beauty of our mountains and our seas!

But this, our renaissance, shares the danger attendant on every advance among us of the West; the way we devour our classic myths, and ransack heaven and earth for more, shows we have yet to read their message of temperance, of simplicity and of delight. Again, the subject is suffering in the house of its friends in the unwise selection of material; as, the story of Cupid and Psyche for the eighth grade, when its whole meaning in literature and in the plastic arts is ill-timed before the self-conscious boys and girls, although in childhood they might have loved it as a fairy tale, and to their young manhood and womanhood it will be full of helpful beauty. Nowhere in the whole subject of school literature is there greater need of principles of selection than right here. Surely those alone whom the novelty of the classic charm still bewilders can fail to see that if this work is to stay in our schools it must be in relation to the other interests of our complex life, not in dominance of them.

In curious contrast to this attention paid to the Greek classics is the neglect of the other source of our literature, the Hebraic classics. As against the sixty per cent. studying the classic myths, fifteen per cent. are directed to the Bible stories. Already I have had classes in the upper years of secondary school work, who know the fate of Iphigenia, but have never so much as heard of Jephthah's daughter; sensitive to Orpheus with his lute, they are deaf to Miriam's song. Indeed, only the young people from those ritualistic churches which have eschewed the International Sunday School lessons, and clung to catechism, can be depended on to know Moses from Elijah, while that finer sense which recognizes the flavor of biblical diction is so rare as to be practically extinct.

The last prominent type of curriculum is that in which the unity of the course, or indeed, the idea of a course at all is not that of a course in or through a subject, but the progress of a child spirit in its changing relations to its school life. The boy is the "core," to use a bit of pedagogic patois, and the material selected is selected wholly in reference to him. The various subjects are related because they are all part of his life. Chronology and the development of literature are set at naught; the little children hear at the same time Cinderella, old as Egypt, and Dotty Dimple. Why? Because Cinderella is fresh as their own wide-eyed fancy, and Dotty Dimple serves their demaud for realistic understanding of life. Nor is literature here given a younger son's portion. Its proper function, to feed the ideals of a life, is recognized, and in many cases with that deeper wisdom which discerns that such food

for a little child may be some simple nursery rhyme, or again some portion from one of the great classics of the world's literature. Such work as this is not limited to the prominent counties, or those most easily in touch with the life of city or university; for instance, there is no better example of this group than Inyo County, whose whole plan of work is full of what one might call a personal conviction concerning the valuable things of life, and therefore of education. Alameda and San Bernardino illustrate another characteristic of this group, in that their courses offer much material, well selected and classified, from which the teacher may choose the required amount. In this way she can recognize the composite personality of any given class—an indefinite yet real spirit with which she must reckon, for the best results. This last group has drawn the best from each of the preceding theories, which one by one have swept through our county boards as measles through a school, only to be followed by the next pedagogic fever. But unlike a disease, each theory has brought valuable help, once our own judgment clears.

A summary of the study of the courses in literature for the State gives us the following: nearly all the children have prescribed work outside the State Readers; twenty-two per cent. have reading only from their readers, or from chance selections. A large number, but one impossible to formulate in per cent., have very little literature, but readings in history or natural history; and at least a happy twenty-one per cent. have also much literature chosen with knowledge of boys and girls, and a wide sympathy, inspired by culture and clarified by common sense. There is systematic effort made to interest twenty-two per cent. of the children in reading, at home, the best books from the school or city libraries. Perhaps the most interesting figures are those that represent the number whose attention is directed to the classic myths as compared with the number required to know even the common place of Bible stories, fifty-eight per cent. against fifteen per cent. This whole state of things seems at first chaotic, but it is the confusion of a vigorous springtime when the very extravagance is expressive of overflowing life. One cause of our temporary confusion is our willingness to throw away a half tried plan as soon as one offers that we think might be better; but the very flux keeps us from those two worse dangers to teacher and school, the paralysis of arrested development, and the dry rot of self-complacency. Which one of the counties has the honor of being pioneer in this whole movement for better reading I do not know, but in their present generous rivalry the children of the State have cause for congratulation.

But one factor entering into this whole problem must not be overlooked. Not fifty per cent. of the school children of this State finish the grammar school course. Now the zest of intellectual life increases for teacher and student as the student grows in years and in knowledge. The embryo writer, statesman, or scientist is intellectually more interesting than the future hod-carrier or clerk. Especially in the work in literature is there danger that those in authority, appreciating keenly

the needs, actual and possible, of the fortunate minority of students who pass into high school and university may fail to appreciate the very meaning of the *common* schools. The relation between public school, high school, and college should be close and vital for the sake of both students and teachers in all three. But far deeper, closer, more vital is the relation of the common school to the life of the workingman and workingwoman. We often hear it said that what is best for the higher student is best for those that must stop. Is there not need to reverse these terms? By selecting that material and those methods of study which minister most truly to the great masses of the children, may we not gain for ourselves fresh realization of the essentials of the education of a free people, and a quickened sense of the profound significance of the ideals of this Republic, toward the very lowliest of its children.

This brings me to the second topic, the literary standard of the material selected. I consider first the selections from the class most truly literature, that of works of art. Now having become aware of the poverty of our school readings, many of us have repented violently, and tried to give a compend of the world's literature. Of all foolish theories this which considers the master pieces of the ages as food for babes is surely not the least. Miss Burt, in her Literary Landmarks, has had great influence, and while it is scarcely fair to hold her responsible for the sins of her followers, it is time to cry a halt. The boy or girl who pores over Sophocles, and studies Hamlet, is likely to belong to one of two obnoxious classes we do not want to encourage. He is the bookworm with too little good red blood in his veins, or else the prig, who reads beyond his years because he thinks it smart to do so. The healthy, natural child who has not been made the subject of spiritual dissection, or vivisection, will have none of such subjects. In her Story-land, Miss Harrison, a laborer with Miss Burt in the Chicago schools, gives us Dante for the Kindergarten! Surely all Chicago needs now is for some further disciple to give us the Critique of Pure Reason, in words of one syllable for the primary classes.

But that there is real literature that can be enjoyed even by the little children is proved by their love of such bits as Ariel's Song, from "The Tempest." Such selections are more numerous than we generally believe; in these days of intellectual mushes and peptonized foods many a child's mind starves for lack of a richer diet. The type of literature for a child is that of elementary simplicity; it is opposed not to *depth* of meaning or *beauty* of form, but to complexity in meaning and in form. The parable of the Prodigal Son or of the Good Shepherd illustrates this elemental quality.

But beside the literature in which the form is kept inviolate, many a great classic furnishes valuable material for adaptation. Such stories furnish the medium through which the culture epoch theory works, and through them the whole body of myth and folk-lore finds expression. But here again we vulgarize our work by putting the emphasis on quantity. It is not necessary that a child know all the great stories of the world; to some of us it seems little short of gluttony so to stuff his

fancy. But it is highly desirable that what he has should be good. He should be shielded from those parasites on literature whose stringy narratives have never for a moment been inspired by one breath of beauty or love for the original they travesty. For the rewriting of literary and of historic classics, together with stories from science, is a paying business these days for both editor and publisher. We are duped into purchase by our interest in the subject matter, and our very earnestness makes us the more gullible.

One such story as Charles Kingsley's Perseus, in his "Greek Heroes," is worth a dozen common adaptations; for in it there glows a sympathy with the Greek love of the elemental beauty of heroic life, and this sympathy kindles the heart of the reader. Hawthorne's telling of the story is far weaker, but in it there is the play of merry and graceful fancy. In many a later version we may well offer thanks for passable diction and sentence structure. If any test of the vitality of these Greek tales be needed, it is that they endure in spite of our mutilations. In the work in Natural History it is a good sign that such writers as Burroughs, Olive Thorne Miller, and Jane Andrews are gaining over the inanities of Nature readers; these books inform the spirit no less than the understanding, by a bracing contact with the mind of a writer well-trained and in love with his subject.

The third class of literary material, that of fiction, presents a bewildering aspect. The question of our literary standard is easily settled—we have none, but the material may be grouped so as to show the present condition of the schools. In some counties whoever made the fiction list must have considered a book a book, in much the same way as Wordsworth's "yellow primrose" man. There is a curious smack of a text book on the novel, in one list beginning with Clarissa Harlowe and Pamela. These are certainly famous, and put in from a fine sense of the proprieties, I suppose; but the taste of the compiler bears him on to Augusta Evans, Mrs. Braddon, and Mrs. Holmes, in complete sets, while for the more seriously inclined there is E. P. Roe, with his recipe of the good hero and bad heroine, or *vice versa*, and the interminable series by Pansy. The only thing which saves that county is that it had not heard of the Elsie Books. The Sunday-school story is very much abroad in our land, and dominates many a county list. We may have our private opinion of Elsie Dinsmore with her exposition of the piety of children and the hard-hearted worldliness of their elders, but she is here to stay, unless we mightily bestir ourselves and shove her out with such good hard hits as would have given Martha Finley hints for another volume.

The series of Ragged Dicks and Tattered Tims follow Elsie as a close second. These are best conquered by more interesting books: Kipling, Conan Doyle, and above all others Stevenson, who paints us such roystering men as will make short shift of the tinsel heroes. Again popular fancies are represented; even Trilby goes in, for the benefit probably of the man who selects. Little Lord Fauntleroy airs his velvets and fetching laces all over the State, more, let us trust, to the delight of

sentimental young girls than of the small boys themselves who must hate him for that very matter of long curls and collars. Such manly little fellows as delight one's heart in Aldrich's story of a Bad Boy, or McDonald's Ronald Bannerman's Boyhood are too often unknown, and that last word brings one to the gist of the matter.

There is no lack of money, and on the whole the courses show a desire to do all possible for the children. But the County Boards, which prepare the courses, are composed of business and professional men, who naturally are not trained in this matter of literature for children. Some Boards are fortunate in having a member who knows the work, and then the result is a delight, as in Alameda and Ventura Counties.

Now a uniform library for each county, as a uniform course of study, would be a retrogression, no more desirable than a uniform bill-of-fare for our tables. We want, moreover, not directions for dieting, but a knowledge of the best the market affords. Such knowledge might be obtained by the English-work sections of our county institutes seriously studying the question, and might be furthered by our State Board of Education giving us a classified bibliography, with a brief comment on the books, so a County Board would know what it was ordering, for titles are often deceptive. There is no need that such a list have legal force; we do not need a policeman to club us into a library.

An attempt to make explicit the principles of selection implied in the best work in our State gives the following: In the choice of material the Culture Epoch Theory is suggestive but not authoritative. It needs to be supplemented by material which brings the child into direct sympathy with the actual life about him.

Literature for the primary grades consists of myth, fairy tale, folk lore, simple tales from history and from the Bible. Such myths are chosen as are close to natural phenomena, simple rather than complex in plot, and free from what would suggest to the child moral confusion; senseless and cruel elements are eliminated, but care is taken to preserve as far as possible the classic strength and beauty.

These same general principles apply to all adaptations. In the Bible stories it is wise to choose only such as do not depend for their interest on any particular religious interpretation, as Moses in the Bulrushes, or David and Goliath; and such as are universal in their religious or ethical content, as The Prodigal Son, The Lost Sheep.

History and Nature stories in the primary and intermediate grades belong in the period for general reading, or in that assigned to history or natural history, and should not be allowed to usurp the period for literature. Moreover, the literature is chosen primarily for its direct appeal to the child, not as a side-light on any other subject.

The characteristics of poetry for the primary grades are simplicity in thought and treatment, and a strongly marked rhythm. This simplicity is, however, childlike, generally far from the classic simplicity of condensed thought and severe form. There is need also to distinguish poems about children which may be charming to an adult, from poems children themselves enjoy. Their poetry should interpret and make

more beautiful to them nature and their home life. Much attention should be given to memorizing perfectly, for careless memorizing and recitation destroy the rhythm, and that destroys the fundamental form of poetry. But above all, the poetry, however simple, should be of permanent value, that is, genuinely poetic. See Christina Rossetti's Sing-Song as poetry for the first grade.

The intermediate grades need much verse of heroic action and heroic sentiment: Paul Revere's Ride, Song of Marion's Men. Rousing poems on Nature are enjoyed, such as a good sea song, "A Wet Sheet and a Flowing Sea"; or Blake's Tiger. Similar work in prose is found in Kipling's Jungle Book, excellent here, as everywhere else, for that matter. The tenderer sentiments are not to be neglected. See Birds of Killingworth, or Bryant's Water Fowl, and in the sphere of human life, such poems as The Village Blacksmith. To these grades belong also stories of the heroes, of myth (Perseus), of chivalry (Arthur), and of history (Lars Porsena). The nature work of the earlier grades passes into study of natural phenomena, as Burrough's Birds and Bees.

In the grammar grades the students read long narrative poems, and should study and completely assimilate many a short poem rich in thought and form, such poems as never cease to quicken a sense of beauty, to warm the heart and to strengthen the will. Longfellow's or Whittier's somewhat didactic strains may not possess the finest poetic graces, but they satisfy an almost universal craving of boys and girls in their early teens. Memorizing plays as important a place here as in the earlier work, but the utmost care is needed that only such poems be memorized as are forever worth remembering. No poem should be chosen as basis for an exercise in analysis, nor should any sort of analysis be allowed, except such as is needed by the student for an intelligent and sympathetic interpretation of the poem.

Further work in these grades may well be the reading of such essays or orations as the student can grasp, never omitting the immortal Gettysburg speech, with which let the class take Whitman's "Captain, My Captain," and Lowell's eulogy on Lincoln, from the Commemoration Ode. Moreover, learning how to get the most from a story or novel is a valuable study, eminently practical when one considers how large a part fiction plays in the reading of the public. Ivanhoe. or Dickens's Christmas Carol is excellent here. Travels and history should not be neglected, but these stand related directly to other subjects in the school course.

It is impossible to go into detail within the limits of one report. As a State, our work is weakest in its selection of poetry and of fiction, and in its sense of what is fitting or beautiful in literary form. But as a State, we see, however dimly, that in literature shines some reflection of "that light which never was on sea or land"—even more, "that light which lighteth every man," and to that radiance we are turning the faces of our children.

## Report on Manual Training.

JAMES E. ADDICOTT.

A special report to the Council on Education, setting forth the aims, needs, and development of the manual training movement should be a consensus of opinions resulting from a number of conferences of the well-known manual training teachers of the State. The fact is there has been no such conference during the past year. The old committee, consisting of Prof. Elmer E. Brown, Chas. H. Keyes, Walter J. Kenyon, Walter Bush, and myself, has been released, and this year a new committee, with Mr. P. M. Fisher, of Oakland, as Chairman, has been appointed to take charge of the "Round Table" work. It has occurred to me that a report coming from the chairman of the manual training "Round Table," or at least from some member of the committee, would more thoroughly express the opinions and judgments of the teachers of manual training.

A year ago the Council adopted two reports whose aims, to one unacquainted with both, seemed diametrically opposed; the first, on hygiene, stating the physical degeneracy of over-worked school children due to poor light, vitiated air, heavy tasks, and long lessons; the other, on manual training, applying for a place in an already overcrowded course of study. There was an objection to the latter, as it seemed inconsistent to adopt a report inaugurating a new branch of study, when immediately before the Council had adopted the report on hygiene, favoring shorter hours and lighter work. In reality, however, the two reports were in accord; there was a striking concurrence regarding the purpose of both; *i. e.*, to protect the pupil from overwork, and to give him an all-around development by means of healthy activities.

Manual training does not mean longer hours, weaker eyes, more nervous pupils, with curvature of the spine, etc.; but it is intended to obviate these tendencies by allowing the pupil to learn through healthful manual exercises many of the lessons which he ordinarily tries to learn in that silent, motionless, school-room style of book studying.

Allow me to illustrate, by use of these charts, how manual training may profitably be substituted for book work. (The speaker exhibited a number of charts illustrating this phase of manual training.) These charts represent a course in cardboard mensuration wherein manual training exercises combine arithmetic, concrete geometry, and drawing.

This work is manual training in its truest sense, affording the pupil an opportunity to ascertain, through his own experiences, the meanings of the formulas which are deduced from real things of his own making.

In this way the rule, the formula, the theorem, are all made the result of thought rather than the subject of thought.

We are told that education consists not in learning facts, but in thoroughly understanding relations. No fact or principle is really learned until its relation to other more firmly-established truths is clearly and forcibly maintained. Education in the grades consists mainly in learning valuable truths, but these truths are mere abstractions to one who has not interpreted them in terms of his own experience. Manual training means the acquiring of knowledge through the physical activities of the pupil. Two years ago the National Educational Association defined manual training as "the transforming of materials by working with tools in accordance with principles fundamental in the industrial arts." This definition is narrow and inadequate, as it recognizes only that line of handiwork which involves the use of tools. Manual training has a broader significance, including many of the theories of Froebel, the teachings of Comenius, the principles of Locke, and the methods of Agassiz; it includes all lines of school work wherein the hand is a necessary factor in the acquisition of knowledge. It is a method rather than a subject; that is, its methods do not belong to a series of hand exercises only, but should influence the whole school curriculum.

The time has come when intelligent handiwork is recognized as contributing to moral and intellectual development as fully as the older plan of studying books. With advancing civilization comes a new environment; with this new environment comes new necessities; with new necessities should come a corps of specially-trained teachers, fully capable of helping the pupil to adjust himself to his changed environment. But where may these specially-prepared teachers be found, and where have they received their training? We are told by some that the best manual training teachers of to-day have taken their work under Dr. Salomon of Naas, Sweden, or under Mr. Larsson, his worthy American co-worker, in Boston; by others, we are informed that the true manual training teacher has received his instruction in the cities of Germany; and by still others that all the valuable principles of manual training are to be found in the schools that have adopted the Russian system. Of course, each system has its good points. The Russian system gives the strongest mental training and discipline; the Swedish system emphasizes those rare principles of altruism and utility, while both possess a remarkable scientific sequence regarding both mechanics and mathematics. Of the three, however, the German is probably the most interesting and attractive. Besides these, Mr. Michelson, of Copenhagen, has developed a system which arranges the exercises according to the muscular development of the pupil; while Mr. Barter, of England, has a system which is "noted for its lack of system."

Where, then, may the prospective manual training teacher find the most desirable and complete preparation? The fact is, there are few manual training schools at present affording teachers' courses, for

professional work is not a factor in technical manual training schools. The future teacher should first acquire his professional training in some normal school or university, then choose a technical course that offers the class of work he anticipates teaching. It is well for the special teacher to study a particular system; but the regular teacher cannot find in a special system (which gives prominence to technical skill) the specific exercises which are required in the grades. Right here let it be said, we cannot expect efficient manual training throughout our primary and grammar grades until we have outlined a course which can be followed at the ordinary school desk, and can be conducted by the regular class teacher.

In outlining this course, care must be taken not to prescribe for a lower grade what has been specially prepared to meet the needs of some higher grade. In some schools the woodwork of the Russian system has been adopted in the intermediate grades with little success; likewise Mr. Larsson's sloyd has been introduced into the fourth and fifth grades, with comparatively poor results. The Russian system furnishes the best course for the high school ; the Swedish sloyd affords an excellent training for the grammar grades, although some of the exercises are by far too difficult; while the German cardboard course furnishes many practical exercises that may be adapted to intermediate grades. There are few exercises, just as they are, which the grade teacher can safely adopt in his particular grade, consequently he must learn to adapt such work as will best meet his pupils' needs, and insure their interests. He should *adopt* little, *adapt* much, and *correlate* most. There is too much haphazard work—allowing pupils to make anything they wish; withdrawing an exercise merely because pupils are not interested, and substituting another, regardless of the pupils' needs. These mistakes are common in our schools to-day, where "a start" is being made, but will be inexcusable in the future. All praise and honor are due to those who, against great odds, have thus made "a start," to the pioneers who have made the way to present attainments. We cannot, however, condemn too strongly the tendency in some cities to entrust this important educational work to practical mechanics, good cooks, and seamstresses. Censure is, likewise, due that class of instructors who think a particular system contains all the good, and who see only the bad in other systems. Let us try to use the good, and only the good, in every system. Let us look at manual training in a broader sense—manual training which emphasizes not only such activities as *express* thought, but also emphasizes (to a far greater extent) those activities and experiences through which knowledge may be most easily *acquired*.

Let us be progressive without being radical. The proposed petition to the Legislature that was suggested at the manual training "Round Table" last year, should not ask for the erection of special manual training buildings, nor for the teaching of manual training in all the schools (we are not ready for such radical changes) but let us petition for appropriations sufficient to incorporate special manual training

courses in our normal schools, and thus give teachers adequate preparation for this work.

Would it not be well for legislation to go a step farther, and require in the future that every teacher of manual training avail himself of the opportunities such a course might afford ?

In conclusion, the first requisite of the manual training teacher is professional training; he should believe in the work as an educational factor; he should possess general ability and culture, as well as special technical skill in the line of work he teaches.

Let us work with a common purpose, work along a line of the increasing variable, whose limit is the perfect teacher striving ever to increase the efficiency of our public schools.

# California Council of Education.

## FIFTH ANNUAL REPORT

### OF THE

### *COMMITTEE ON THE COURSE OF STUDY FOR ELEMENTARY SCHOOLS.*

To the California State Council of Education.

GENTLEMEN: Your Committee has now been engaged for five years upon the work assigned to it. It has devoted itself especially to the promotion of the study of the problem of the elementary school curriculum, on the part of the teachers of the State. It has been favored with very general co-operation. In many of the counties, special committees have been appointed, which have devoted much time to the consideration of this problem in its various aspects. Your committee believes that the stirring up of such interest and the directing of such study are among the best services which it could have rendered with a view to the ultimate improvement of courses of study.

Such work as this might be continued indefinitely, and would, it is believed, become increasingly useful. But other questions claim the attention of the Council of Education; and it seems best that this inquiry and discussion within the Council should soon be brought to a close. While we cannot propose a complete course of study to stand for all time, or even for a single generation, it seems desirable that, before laying aside the inquiry on which we have been engaged, we should suggest some definite steps to be taken for the improvement and unification of courses now prescribed in California; and that these suggestions should provide at the same time for flexibility, freedom, and unlimited future progress.

With such considerations in mind, and following up the general recommendations contained in its fourth annual report, your committee would now make the following recommendations:

1. We would recommend that in future the course of study as prescribed by county and city boards of education be presented in three sections, as follows:

A. A tabular scheme of time allotment to the several studies in the several grades.

B. The briefest possible indication of the ground to be covered in each of the studies in each grade.

C. Suggestions as to methods, materials, etc.

2. We would recommend that when the outline course of study proposed in this report shall have been adopted, whether with or without amendment, by the Council of Education, it be submitted to the local boards of education authorized by law to prescribe courses of study in this State, for their approval; and that when approved by three-fifths of these boards (provided these three-fifths represent three-fifths of the school enrollment of the State) it be transmitted to the State Board of Education with the request that they issue it as a uniform outline course for the State. But such outline course should not cover more than four-fifths of the hours per week devoted to school work in each of the grades. The allotment of the remaining one-fifth of the time should be left to the boards which ordinarily prescribe courses of study; but with the recommendation that they in turn leave a portion or all of it to the free disposal of the individual teachers.

Such an arrangement as is proposed in these two recommendations will, we believe, tend toward so much of uniformity in the courses prescribed in different parts of the State as may be needed to facilitate the transfer of pupils from one school to another without loss of time; will make it possible for teachers to discover readily the definite requirements under which they are to work; and will at the same time offer to the teachers a degree of freedom which they do not enjoy where all of the school time is covered by prescriptions and where guidance as to methods and materials is brought under the definite prescription of the board of education, instead of being treated as a mere assistance by way of suggestion.

3. For the present, a scheme of time allotment is proposed for only the first six grades of the school course. Your committee prefers to make no recommendation with reference to the remaining grades of the grammar school, until there shall be time for more mature consideration of current movements affecting those grades, and particularly the movement in the direction of more extended technical and industrial training.

4. The general outline of the course of study should, in our judgment, be the same for all parts of the State. But it should be added that a large measure of uniformity has already been reached. Such uniformity in the broad outline as your committee proposes, would accordingly, as we believe, call for very little immediate change in existing courses, and that only in cases of the most extreme deviation from commonly recognized standards.

The general outline of the course should, moreover, be the same for country schools as for those of the cities. No discrimination should be made against the country schools in this particular. The course should, however, be marked out by grades rather than by years; and county boards should make due allowance for the shorter school year often found in country schools, not requiring such schools to complete the course in the same number of years as districts in which the school year is longer.

City schools, on the other hand, should not be hindered from doing work which they can do to better advantage than is possible in most country districts, because of their provision for more adequate appliances and for special teachers. The flexible scheme of time allotment which your committee proposes will, we believe, be found to make sufficient provision for such differences. We would, however, call attention at this point to the need of a provision in the school law of the State for more frequent visitation of country schools by deputies under the direction of the county superintendents, and particularly by expert supervisors of some of the newer and more difficult subjects.

5. As a tentative scheme of time allotment for all of the elementary schools of the State, we propose the following:

| SUBJECTS. | GRADES. | | | | | |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| English (including reading, language work, and the beginnings of history and literature) | 8 | 8 | 9 | 9 | 9 | 9 |
| History | | | | | | 1½ |
| Geography | | | | | | |
| Natural Science (including in the earlier grades the beginnings of geography and numbers) | 2½ | 2½ | 2½ | 3 | 4 | 4 |
| Mathematics | | | 2½ | 2½ | 2½ | 2½ |
| Other exercises (including music, drawing, manual training, etc | 2½ | 2½ | 5 | 5 | 5 | 5 |
| Total | 13 | 13 | 19 | 19½ | 20½ | 22 |

The statement is made in hours per week. It will be found to cover in each grade (approximately) from two-thirds to three-fourths of the time available. The time indicated in each case is intended to include the study period for the subject named as well as the time for recitation. It is evident that in a school of several grades under one teacher, more of the time of each pupil must be devoted to study and less to recitation than may be the case in a school where each teacher has charge of one grade only. It is not to be supposed that the pupils in the first two grades are to learn nothing of numbers, history, or geography. The beginnings in these subjects may be made in connection with the teaching of English and nature studies. But the recognition of these subjects as entitled to a distinct place in the school program should not ordinarily be delayed to a later period than is indicated in the table. What is designated as "natural science" is, of course, intended to include only such studies in nature as may be suited to the age of the pupils. "Other exercises" is intended to include music, drawing, manual training, etc.

We do not ask that the Council adopt the foregoing recommendations without mature consideration. We would recommend that they be printed as soon as possible and distributed to the members of the Council for thoughtful criticism. And we would recommend further that the chairman of your committee on the course of study be authorized to appoint an advisory commission, composed of fourteen members, of whom at least seven shall be either superintendents of schools or such as have been superintendents in the past, and at least four shall be chosen from the teaching force of

the normal schools and universities; this commission to be asked to examine the scheme proposed by your committee and to offer to the committee such suggestions relative to both the general plan and the several details as it may deem appropriate. Still further, we would recommend that your committee on the course of study be permitted to amend this report in the light of the suggestions of this commission and of such other advice as it may receive, and that this report, with such amendments as may be made to it, be brought up for final consideration of the Council at its meeting in December, 1900.

7. Your committee is not yet prepared to adopt in full the recommendations made by its sub-committees on mathematics, nature study, physical education, literature, and manual training, contained in its Third and Fourth Annual Reports; but it desires to call attention anew to these reports, and to bespeak for them the extended consideration which they deserve. These reports represent long-continued study on the part of men and women eminently fitted to deal with the questions involved; and we believe they will be found to be among the most important contributions yet made to the literature of the school curriculum in California.

In closing the fifth year of our work upon this most difficult and interesting educational problem, we desire to express our hearty thanks to this Council and to the State Teachers' Association, for the steady encouragement and support which they have given us in our labors; and to the great number of teachers and other friends of education who have aided us in numberless ways.

Respectfully submitted,

J. W. Linscott,
Lucy M. Washburn,
Elmer E. Brown,
Washington Wilson,
P. M. Fisher,
Committee.

The following educators are appointed as an Advisory Commission to the Committee on the Course of Study for Elementary Schools, as authorized by the California Council of Education, December 29, 1899:

Edward Hyatt, Chairman, Superintendent of Schools, Riverside county.

J. P. Greeley, Superintendent of Schools, Orange county.
P. W. Smith, Superintendent of Schools, Placer county.
R. H. Webster, Superintendent of Schools, San Francisco.
J. W. McClymonds, Superintendent of Schools, Oakland.
J. A. Foshay, Superintendent of Schools, Los Angeles.
C. C. Hughes, Superintendent of Schools, Alameda.
E. T. Pierce, Principal, Los Angeles State Normal School.
C. C. Van Liew, Principal, Chico State Normal School.
Ellwood P. Cubberley, Stanford University.
F. B. Dresslar, University of California.
Miss Jean Parker, San Francisco.
Miss Helen Hunt, Los Angeles.
Mrs. S. W. Austin, Lone Pine, Inyo county.

# The Golden Gate Kindergarten Association

San Francisco, California

Thirty-First Year
Annual Report
1910

MRS. SARAH B. COOPER

Founder and First President of the Golden Gate Kindergarten Association

THIRTIETH
AND
THIRTY-FIRST YEARS

OF THE

# GOLDEN GATE KINDERGARTEN ASSOCIATION

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## ANNUAL REPORT

For the Two Years Ending December 31, 1910

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*"The Hope of the World lies in the Children."*

Organized October 6, 1879 Incorporated October 6, 1884

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SAN FRANCISCO:
THE BLAIR-MURDOCK CO., PRINTERS
1911

*"Formation is better than Reformation. Prevention is better than Cure."*

*"If I were asked to name one product of vice and crime that would soonest touch the hearts of all good people, I would say a neglected child."*

*"Give me the Child and the State shall have the Man."*

*"He who helps a child helps humanity with a distinctness, with an immediateness, which no other help given to human creatures in any other stage of their human life can possibly give again."—Phillips Brooks.*

*"There is nothing in all the world so important as children, so interesting. If you ever wish to go in for some philanthropy, if you ever wish to be of any real use in the world, do something for children. We can dress the sore, bandage the wounded, imprison the criminal, heal the sick, and bury the dead, but there is always a chance we can save a child. If the great army of philanthropists ever exterminate sin and pestilence, ever work out our race's salvation, it will be because a little child has led them."—David Starr Jordan.*

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## BEQUESTS.

By the law of California (Civil Code, Sec. 1313), no estate shall be bequeathed or devised to any charitable or benevolent society or corporation, except the same be done by will duly executed at least thirty days before the decease of testator.

### Form of Bequest.

"I give and bequeath to the Golden Gate Kindergarten Association, a corporation of the State of California, the sum of ..... dollars."

Hearst Kindergartens

560 Union Street

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Hearst Kindergartens 560 Union Street

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Miss M. L. Taylor.

Hearst Kindergarten

Glen Park

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MIRANDA LUX KINDERGARTEN,
Twenty-fourth and Douglass Streets,
(Noe Valley Public School Building).
Mrs. Mary W. Kincaid, Miss M. L. Brown.

# Golden Gate Kindergarten Association

## KINDERGARTEN DIRECTORY

**January 1, 1911, to January 1, 1912.**

### FREE NORMAL TRAINING SCHOOL OF THE GOLDEN GATE KINDERGARTEN ASSOCIATION.

1617 California Street.

MISS ANNA M. STOVALL .....Principal and Supervisor of Kindergartens
MRS. ALMA G. WHITE.....Teacher of Drawing
MISS ALICE HICKS .....Teacher of Physical Culture
MISS ESTELLE CARPENTER .....Teacher of Singing

### STANFORD MEMORIAL FREE KINDERGARTENS.

STANFORD MEMORIAL FREE KINDERGARTEN,
3452 Mission Street.
Organized, Twenty-ninth and Mission Streets, July 13, 1885.
Opened 117 Thirtieth Street, August 26, 1907.
Opened 3452 Mission Street, August 15, 1909.
MRS. ERNESTINE G. GARDNER .....Acting Principal

STANFORD MEMORIAL FREE KINDERGARTEN,
200 London Street, corner Excelsior.
Reorganized December 3, 1906.
MISS LOUISE GRAY .....Acting Principal.

STANFORD MEMORIAL FREE KINDERGARTEN,
3030 San Bruno Road, near Dwight Street.
Reorganized March 4, 1907.
MRS. JANET H. SMITH .....Acting Principal.

## KINDERGARTEN DIRECTORY—Continued.

STANFORD MEMORIAL FREE KINDERGARTEN,
230 Harriet Street.
Reorganized as Stanford Kindergarten February 1, 1908.
MISS JESSIE B. ELLIOT .....Acting Principal.

---

STANFORD MEMORIAL FREE KINDERGARTEN,
(Formerly Merchants Exchange Kindergarten).
19th & Collingwood ~~Seventeenth and Pond Streets.~~
Organized March 18, 1908.
Stanford Funds transferred from 4292 Twenty-fourth Street, October 1, 1910.
Miss Wall MRS. ALEXENA ROBERTS .....Principal.

The Stanford Trust Fund has supported continuously since 1885 five free Kindergartens.

Support of Stanford Memorial Free Kindergartens from the income of the Stanford Memorial Trust Fund held by the Board of Trustees, Chas. G. Lathrop, Secretary and Treasurer.

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## HEARST FREE KINDERGARTENS.

HEARST FREE KINDERGARTEN,
560 Union Street.
Classes 1 and 2.
Organized October 6, 1883.
Destroyed by fire, April, 1906.
Camp Kindergarten June 18, 1906—February, 1907.
Back on old site, February 4, 1907.
MISS CORA B. GRIFFIN.....Principal.
MISS ETHEL A. RODDA.....Principal.

---

HEARST FREE KINDERGARTEN,
San Francisco Settlement Association, 2520 Folsom Street.
Organized September 17, 1907.
MISS EILEEN MCCURRIE.....Principal.

## KINDERGARTEN DIRECTORY—Continued.

### HEARST FREE KINDERGARTEN,

Glen Park.

Sunnyside Public School Building.

Organized September 28, 1908.

MISS ANITA RHOADES.....Principal.

Hearst Free Kindergartens supported by Mrs. Phœbe A. Hearst.

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### POPE AND EMILY P. WALKER MEMORIAL FREE KINDERGARTEN.

1732 Greenwich Street.

Pope Kindergarten organized January 1, 1886.

Reorganized September 1, 1908.

Emily P. Walker Memorial Free Kindergarten organized January 1, 1891. Suspended April 18, 1906—September 1, 1908.

MISS MARGUERITE COLLYMORE.....Principal.

Support from Pope legacy and Mrs. Cyrus Walker.

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### MISSION PARK FREE KINDERGARTEN.

Eighteenth and Oakwood Streets.

Organized in Social Hall, Mission Park Relief Camp, March, 1907.

Building moved to Eighteenth and Oakwood Streets.

Kindergarten re-opened October 28, 1907.

MISS MARY S. MCCORMICK.....Principal.

Support from General Fund.

---

### MERCHANTS EXCHANGE FREE KINDERGARTEN.

Anderson and Jefferson Streets.

Organized June 28, 1908.

MISS ETHEL KELLEY.....Substitute.

Partial Support Merchants Exchange Association.

---

### SARAH B. COOPER FREE KINDERGARTEN.

Golden Gate Public School Building.

Golden Gate Avenue, near Pierce Street.

MISS FRANCES MAUD TWYMAN.....Acting Principal.

Support from General Fund.

## KINDERGARTEN DIRECTORY—Continued.

### VITTORIA COLONNA FREE KINDERGARTEN.

Washington Irving Public School Building.
Broadway, near Sansome Street.
Organized July 25, 1910.
Miss Ebba A. Johnson.....Principal.

---

### MIRANDA LUX FREE KINDERGARTEN.

Noe Valley Public School Building,
Twenty-fourth and Douglass Streets.
Miss Xena Roberts.....Principal.

Partial support from Lux Trust, held in trust by Union Trust Co.

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## KINDERGARTENS DISCONTINUED

1910.

### FREE KINDERGARTEN.

Nurses' Settlement, Nineteenth and Iowa Streets.
Organized April 15, 1907.
Closed July 31, 1910.
Support from General Fund.

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### FREE KINDERGARTEN.

734½ Fourteenth Street.
Organized November 18, 1908.
Closed December 31, 1910.
Support from General Fund.

ENROLLMENT JANUARY-DECEMBER, 1910.

| NATIONALITY OF FATHER. | Stanford Kindergarten, 3452 Mission St. | Stanford Kindergarten, 4292 24th St. | Stanford Kindergarten, 200 London St. | Stanford Kindergarten, 3030 San Bruno. | Stanford Kindergarten, 230 Harriet St. | Hearst Kindergarten, 560 Union St. | Hearst Kindergarten, 560 Union St. | Hearst Kindergarten, 2520 Folsom St. | Hearst Kindergarten, Glen Park. | Pope and Walker Kindergartens. | Potrero Kindergarten. | Mission Park Kindergarten. | Merchants Kindergarten. | Holly Park Kindergarten. | 734½ 14th St. | Sarah B. Cooper Kindergarten. | Vittoria Colonna Kindergarten. | Total. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| American, White | 32 | 44 | 18 | 32 | 48 | 4 | 2 | 39 | 29 | 56 | 13 | 60 | 70 | 30 | 31 | 20 | ... | 528 |
| American, Negro | ... | ... | ... | 2 | ... | ... | ... | ... | ... | ... | ... | 2 | ... | 1 | ... | ... | ... | 5 |
| Assyrian | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | ... | 1 |
| Arabian | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | 1 |
| Austrian | ... | ... | 2 | 1 | 2 | ... | ... | 2 | ... | ... | ... | 2 | ... | ... | ... | 2 | 2 | 13 |
| Bohemian | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 |
| Canadian English | ... | 1 | 1 | ... | 2 | ... | ... | 1 | ... | ... | ... | 2 | ... | ... | ... | ... | ... | 7 |
| Danish | ... | 3 | ... | ... | ... | ... | ... | ... | ... | ... | 1 | 4 | 1 | ... | ... | ... | ... | 9 |
| English | 5 | 5 | 4 | 3 | 4 | ... | ... | 5 | ... | 6 | 3 | ... | 3 | 4 | 3 | 3 | ... | 48 |
| Finnish | ... | ... | 3 | ... | ... | ... | ... | ... | 2 | ... | ... | ... | ... | ... | ... | ... | ... | 5 |
| French | 2 | 3 | 2 | 2 | 3 | 3 | 1 | ... | ... | 3 | ... | ... | ... | 2 | 4 | 4 | ... | 29 |
| German | 32 | 22 | 12 | 5 | 8 | ... | ... | 7 | 18 | 5 | 5 | 13 | 7 | 14 | 18 | 6 | 1 | 173 |
| Greek | ... | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 |
| Hebrew | ... | 4 | 5 | ... | 1 | ... | 1 | ... | 3 | ... | ... | 9 | 4 | ... | 7 | 50 | 2 | 86 |
| Hungarian | ... | 1 | 2 | ... | 7 | ... | ... | ... | ... | 5 | ... | 2 | ... | 5 | 1 | ... | ... | 23 |
| Irish | 8 | 5 | 4 | 2 | 3 | ... | 1 | 4 | 15 | 5 | 19 | 5 | 9 | 6 | 10 | ... | 2 | 98 |
| Italian | 7 | 5 | 24 | 10 | 12 | 101 | 110 | 5 | 16 | 35 | 8 | 8 | 1 | 32 | 5 | 8 | 46 | 433 |
| Japanese | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | 2 |
| Mexican | 1 | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | ... | 1 | 3 |
| Norwegian | 2 | 2 | ... | 4 | ... | ... | ... | 4 | 7 | 1 | ... | ... | ... | 12 | ... | ... | ... | 32 |
| Polish | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 |
| Roumanian | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 2 |
| Russian | 1 | ... | ... | 12 | 3 | ... | ... | 1 | ... | ... | 18 | ... | ... | 2 | ... | ... | ... | 37 |
| Portuguese | ... | ... | ... | ... | 2 | ... | ... | 2 | ... | ... | ... | ... | ... | ... | 2 | 1 | ... | 7 |
| Scotch | 2 | 1 | 2 | 2 | ... | ... | ... | 1 | 4 | ... | 5 | 1 | ... | ... | ... | ... | ... | 18 |
| Swiss | 1 | ... | 1 | 1 | ... | 2 | ... | 2 | 1 | ... | ... | 1 | 1 | ... | ... | ... | ... | 10 |
| Slovenian | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 |
| Spanish-American | ... | ... | ... | ... | 5 | ... | 4 | 1 | ... | ... | 2 | 3 | ... | ... | ... | 1 | 4 | 20 |
| Swedish | 7 | 5 | 1 | ... | ... | ... | ... | ... | ... | ... | ... | 3 | ... | ... | 2 | 1 | 1 | 20 |
| Total | 101 | 103 | 82 | 76 | 101 | 110 | 119 | 74 | 95 | 117 | 75 | 116 | 96 | 109 | 85 | 96 | 59 | 1614 |

Gathering Buttercups

**Stanford Memorial Kindergarten** 3030 San Bruno Road

3452 Mission Street

200 London Street

Stanford Memorial Kindergartens

ENROLLMENT JANUARY-DECEMBER, 1910.

| KINDERGARTENS. | Boys. | Girls. | Total. |
|---|---|---|---|
| Stanford Kindergarten, 3452 Mission Street..... | 51 | 50 | 101 |
| " " Twenty-fourth Street .. | 52 | 51 | 103 |
| " " 200 London Street ..... | 39 | 43 | 82 |
| " " San Bruno Road ..... | 29 | 47 | 76 |
| " " Harriet Street ..... | 54 | 47 | 101 |
| Hearst Kindergarten, Union Street ..... | 56 | 54 | 110 |
| " " Union Street ..... | 47 | 72 | 119 |
| " " Folsom Street ..... | 39 | 35 | 74 |
| " " Glen Park ..... | 53 | 42 | 95 |
| Pope and Walker Kindergartens, Greenwich St.. | 60 | 57 | 117 |
| Potrero Kindergarten, Nineteenth and Iowa Sts.. | 39 | 36 | 75 |
| Mission Park Kindergarten ..... | 61 | 55 | 116 |
| Merchants Exchange Kindergarten ..... | 36 | 60 | 96 |
| Holly Park Kindergarten ..... | 55 | 54 | 109 |
| 734½ Fourteenth Street Kindergarten ..... | 44 | 41 | 85 |
| Sarah B. Cooper Kindergarten ..... | 55 | 41 | 96 |
| Vittoria Colonna Kindergarten ..... | 28 | 31 | 59 |
| | 798 | 816 | 1614 |

# Historical Sketch

In 1879 the work of the Golden Gate Kindergartens * was started in the Bible Class of Mrs. Sarah B. Cooper. It was her cherished work and grew rapidly under her leadership. It began with one Kindergarten, others being added steadily from that time until 1896. During this period the five Stanford Kindergartens were started and endowed, the five Hearst classes and the Pope and Walker classes were organized and regularly supported, and together these Kindergartens form the backbone of our present organization. The J. Sheldon Lux Potter and the Wilmerding, Lester Norris and Osgood and Grace Bradley Memorial Kindergartens were organized at this time and maintained until the fire, since which only the former has been restored. There were other Kindergartens, memorial and otherwise, supported from legacies or subscriptions, included in our system for varying periods of time, but not permanently provided for. Amongst these were the Wm. N. Steuben, the Two Friends and the Helping Hand.

The financial panic in 1893 cut down the income of the Association, making it necessary to draw upon the reserve to maintain the work. By 1897 the reserve had been so far reduced that a corresponding reduction of outlay was necessary, and, with this end in view, several classes that were under the protection of the Association were given up, and, wherever it was possilbe to do so, small classes were consolidated. From that time until 1906 there was no change in

* First called the Jackson Street Kindergarten Association, later incorporated as the Golden Gate Kindergarten Association.

Pope and Emily P. Walker Kindergarten

1722 Greenwich Street

the number of Kindergartens, the policy of Mrs. Cyrus Walker, who followed Mrs. Cooper as President and served for seven of the intervening years, being to strengthen rather than to expand, to bring up the standard in all directions, to emphasize the educational side of the work and to spend the money carefully but liberally in carrying out her plans. The beautiful Hearst Building, in which all the Hearst classes were housed, belongs to this period. It was a large and delightful building, a model for its purpose, and was the society's chief loss in the great fire. During these years the Association was further strengthened by legacies from Charles Mayne and Louis Sloss and an endowment from Emily T. Pope, and times were very prosperous.

In 1906, the Kindergartens were practically all destroyed and the income of the society cut down. Now, after four and a half years of reconstruction, the status of affairs before the fire has been almost restored—most nearly so in the number of children enrolled, less so in the comfortable housing of the classes and in the matter of subscriptions from the public. The large bequest that has come to us in these later years was received from Charles Doe, and it has been our mainstay during the period of reconstruction; and from Mrs. Florence Frank has come a legacy which was her final gift to a loved work.

It will be seen from the foregoing that the Golden Gate Kindergarten Association has passed through two crises safely, and from the President's report which follows this sketch, will be gathered its present condition and plans for the future.

# President's Report

**New Kindergartens and Changes in Kindergartens.**—The changes in our little educational system during the years 1909 and 1910 have been as follows: Three new Kindergartens in public school buildings, the removal of one Kindergarten from its old quarters to the neighboring public school, the purchase of a small building that we might continue to occupy it, the closing of one class, and lastly, the opening of a class in November, 1909, and the closing of it a year later that we might make another public school connection.

Each of these changes requires a few words of comment:

1. The Kindergarten in the Golden Gate Public School was opened in January, 1910. It has been satisfactory to us from the first and is the only one of our Kindergartens in a modern public school building. In November, seventeen children from the Hebrew Orphan Asylum came to us by request of their board, and they have been a very welcome addition to the little group. We have given this Kindergarten the name of Sarah B. Cooper, in memory of the founder of the Association.

2. In July, was opened the new class at the Washington Irving Public School, on Broadway, near Sansome Street. A number of Italian citizens petitioned the Board of Education for a Kindergarten in this thickly settled portion of their colony, and the Board passed on the request to the Kindergarten Board, offering them the use of a room in the school. Before complying, a committee met two representatives of the Italians interested and received from them an assurance of help in the troublesome matter of financial support. The assurance was not very definite and it took a good deal of unbusinesslike faith to go ahead, but we did go ahead, and happily

Sarah B. Cooper Kindergarten

Vittoria Colonna Kindergarten

we now find our justification in the interest of the Vittoria Colonna Club, which has been systematically engaged in collecting from our Italian citizens and has met with such success that a sum has been raised nearly equal to the year's expense of this Kindergarten, and they feel encouraged to continue their efforts with the intention of making the subscription permanent. The name of the famed lady borne by the club is to be that of the Kindergarten, in which the club has shown its interest.

3. In October, the Kindergarten at Twenty-fourth and Douglas Streets was moved from its old quarters to the Noe Valley Public School, in the immediate vicinity. The principal of the latter school was urgent in her request for the Kindergarten, and the Board of Education prepared a small building for its occupancy. This being one of the Kindergartens supported from the Stanford Trust Fund, it was necessary, in making the change, to transfer the Stanford name to another Kindergarten similarly situated as to neighborhood and of equal expense, and in every way suitable for a Stanford class.

4. Just at the end of this year the purchase of the little building at Columbia Park was consummated. It had been under consideration for many months, as the club of men who had inherited it from the *Relief* times desired to sell it, and if we did not purchase it, the neighborhood would have to be abandoned, as it contained no other possible place for a Kindergarten. The building being a temporary one and in disfavor with the city authorities, we felt our way carefully before deciding. Finally, having assured ourselves of reasonable safety, and the purchase price having gradually dwindled down during the depressing period of delay until it had reached the low figure of fifty dollars, the sale was made, the Association is in possession of the building, and the future of the Kindergarten assured for some time to come.

5. Of the two classes closed, the small one at the Potrero Nurses' Settlement was given up in September, after having

been kept open during a month of the vacation time, because the attendance was small and expense proportionately high; and because in opening the two new public school Kindergartens we faced the possibility of having to close one existing one in order to relieve the financial strain. Thus, although the class in the Nurses' Settlement was a favorite one, and the temptation was to take a chance on its support and keep it, wisdom prevailed and it was closed.

6. The class at Fourteenth and Church Streets was organized in November, 1909, and given up a year later in favor of a public school opening. In this instance very little was sacrificed to our enthusiasm for the public school connection, nearly all the children in the old class being of age to go into the nearby primary school at the opening of the new term. Also the building used as a Kindergarten had proved unsatisfactory in many ways.

The removal of the Stanford class from 117 Thirtieth Street to 3452 Mission Street should be noted here; also extensive improvements on the Hearst buildings at Union Street to make room for an increase in attendance.

**Closer Connection with Public Schools.**—It will be seen by the foregoing review that the growth during the two years under consideration has been, not so much in the number of Kindergartens opened, as in improvement in those in existence, and in a closer connection with the public schools. Arrangements are being made, and will shortly be concluded, for installing a Kindergarten in the Agassiz Public School, and to this class is to be given the name of Charles Doe, in recognition of the large bequest received from him. After effecting two more changes of this nature which are now under consideration, the limit to the possibility of our Kindergartens in public schools will probably have been reached, although eight other requests from public school principals and one from the People's Place have been placed on our files. The reasons for this decision are that our other classes are too

230 Harriet Street

Seventeenth and Pond Streets

Stanford Memorial Kindergartens

well placed to be disturbed and our present income will not allow of increased work.

**First Public School Kindergarten.**—It is our desire that Kindergartens should be universally established in this city, and we rejoiced at the opening of the first public school Kindergarten in October, 1909.* The new class is in the Lafayette Primary School, and one of the experienced Kindergartners from the Golden Gate Kindergarten Association is in charge. The Board of Education passed a resolution for the establishment of this class in the latter part of 1908, the California Club having been urgent in its request for it, but it remained for the new Board to revive the resolution one year later and find the needed financial backing. The last two budgets of the Board of Education have contained a request for an appropriation for Kindergartens, but it has been denied, and it is to strengthen the Board in its request and to place our Association on record as advocating Kindergartens as a part of the public school system that our Directors have appointed a committee to wait upon the Board of Education and petition them to renew the request for Kindergartens in their budget this year.

It is gratifying to be able to work so harmoniously with the Board of Education as we have during the past two years, and if their efforts and ours meet with success, and other public Kindergartens are added to the one already existing, we shall feel justified in the hope of sometime seeing Kindergartens, either Golden Gate or public, in all our home districts.

Our pleasant relations with the Board of Education and the work already accomplished with the public schools, is due largely to the presence on the Board of Mrs. Mary W. Kincaid, an officer of our organization also, who advocates the gradual introduction of Kindergartens into the school system,

* A reservation should be made in this statement, namely: that in June, 1905, a public Kindergarten was opened in the Jefferson Primary School and continued until the time of the fire, since which it has never been reopened.

and appreciates the necessity of placing public Kindergartens where they will not interfere with those of the Golden Gate Association, but rather supply the need in new neighborhoods.

**Co-operation With Settlements.**—The kindergartens at the San Francisco Settlement and the Potrero Nurses' Settlement have brought about a happy co-operation between these organizations and ours, and we are indebted to them for many kindnesses to the kindergarten children. The Telegraph Hill Neighborhood House has given the regular care and supervision of their trained nurses in the Hearst Kindergartens on Union Street, bringing up the standard of health among the children. This service on their part is highly appreciated by our Association and our thanks go to them in full measure.

**Finances.**— In the matter of financial support we are entering upon our first year since the fire without any Red Cross and Relief money to our credit. We have just accounted to the Trustees of the Red Cross and Relief for their second grant, made at the end of 1909, and wish here to make public acknowledgment of it, and of the great help it and the first grant have been to the Kindergartens during these hard years. The income which was ours previous to 1906 has never been fully re-established, but the last two years have brought us some encouragement. In the first place our Christmas donations have been most generous, the Merchants Exchange has returned to its custom, which originated twenty-six years ago, of taking up a collection for the Kindergartens at their annual meeting, and the invested funds of the Miranda Lux Trust have resumed payment, assuring partial support for the Lux Kindergarten and permitting the restoration of the name of one who was amongst the earliest supporters of Kindergartens and a Director of this Association. Gradually the names of familiar subscribers have returned to our books and given us hope, but the renewal has been slow, and we must look for better help in better times, if all our Kindergartens are to be maintained and a healthy year's growth assured.

VIRGINIA FITCH, *President.*

Merchants Exchange Kindergarten

## CALENDAR.

Term follows the time schedule of public schools.
Opens latter part of July, closes first week of June.

*Vacations*—Winter vacation, two weeks; spring vacation, one week; summer vacation, six weeks.

*Holidays*—Admission Day, Labor Day, Thanksgiving Day, and the day following, Washington's Birthday, May Day, Memorial Day.

*Kindergarten Sessions*—School days, 9 A. M., 12 M.

*Mothers' Meeting*—First Friday of month, 1:30 P. M.

*Golden Gate Froebel Association*—Second Friday of month, 2:30 P. M.

*Kindergartners' Conference*—Third Friday of month, 1:45 P. M.

*Normal Class Sessions*—Afternoons of the school week, 1:45 to 4 P. M.

## KINDERGARTEN TRAINING.

"To be a Kindergartner is the perfect development of womanliness—a working with God at the very fountain of artistic and intellectual power and moral character. It is therefore, the highest finish that can be given to a woman's education to be educated for a Kindergartner."—*Elizabeth Peabody, Founder of American Kindergartens.*

"The claim on women to train properly the new generation ought to be general. Because education—physical, intellectual and moral—cannot be made an object of study in books, the Kindergarten has provided the plan of connecting with normal institutions this highest or finishing education for young women. This can only be done thoroughly by the union of Kindergartens for practical demonstration of the system with normal training bearing upon the education of children. In view of these facts, could the Golden Gate Kindergarten Association be a greater evangel of blessing than to be the provider of a free Kindergarten training for such as are ready to receive it? And when we say, 'for such as are ready to receive it,' we mean that there must be foundation qualities upon which to build, there must be essential character to start with or the training will amount to little or nothing."—*Sarah B. Cooper, Founder of the Golden Gate Kindergarten Association.*

"A young woman will find so much culture of thought to be derived from the discussion of Froebel's insights and theories, and so much peculiarly fitting experience that will prove invaluable to her as a wife and mother, that she will serve her apprenticeship in the Kindergarten gladly, though it be no part of her intention to follow teaching as a vocation."—*Dr. Wm. T. Harris, ex-U. S. Commissioner of Education.*

"If you ever yearn to be truly wise, study children."—*David Starr Jordan.*

# FREE NORMAL TRAINING SCHOOL OF THE GOLDEN GATE KINDERGARTEN ASSOCIATION.

1617 California Street.
Organized by Sarah B. Cooper, July, 1891.
ANNA M. STOVALL.....Principal

## SPECIAL INSTRUCTORS.

MRS. ALMA G. WHITE.....Drawing and Coloring
MISS ESTELLE CARPENTER .....Singing
MISS ALICE HICKS.....Physical Culture

## COURSE OF TRAINING.

The two years' course includes the study of Froebel's theory, the songs, games, gifts, occupations and stories of the Kindergarten, history of education; psychology of childhood; elementary science; lessons by special teachers in physical culture, drawing and singing; preparation of the books of Kindergarten occupations and daily practice and observation in the Kindergarten. Special lectures in hygiene, moral culture and general training of children by professors of pedagogy, and by other lecturers are given throughout the course.

Text Books:—Froebel's Education of Man, Pedagogics of the Kindergarten, Education by Development and Mother Play.

Required Reading:—Froebel's Educational Laws for All Teachers, Hughes; Froebel, or Education through Self Activity, Bowen; Psychology of Childhood, Tracy; Talks to Teachers, James; Elements of Psychology, Thorndike; Infant Mind, Preyer; The Story of the Mind, Baldwin; The Study of the Child, Taylor; The Child, Tanner; The Central Nervous System, Halleck; History of Pedagogy, Hailmann; History of Education, Davidson; Symbolic Education, Blow; Letters to a Mother, Blow; Educational Issues of the Kindergarten, Blow; Apollo, Reinach; How to Enjoy Pictures, Emery; How to Tell Stories, Bryant; The Story of the Plants, Allen; Song of Life, Morley; Power Through Repose, Call; The Destiny of Man, Fiske; The School and Society, Dewey; Fundamentals in Child Study, Kirkpatrick.

A well selected library belongs to the Normal School and students are required to use it for collateral reading.

Requirements for Admission.—Applicants for admission should be at least eighteen years of age, should have good firm health, a high school education or general scholarship equal to it, musical ability, a deep sincere love of children, and refinement of character.

Those holding a teacher's certificate and presenting testimonials of successful experience, or those over twenty years of age having had some special pedagogical training for the work, may enter to complete the course in one year. Their continuance, however, depends upon the maintenance of a satisfactory standing.

All applicants must present credential letters testifying to their intellectual and moral fitness for the work.

General Information.—No entrance examination is required, but all students are admitted on probation. A personal interview with the applicant is desired, but if this is not possible, application for admission should be made by letter to the principal.

All students are required to observe or assist regularly during their entire term of study in Kindergartens under the Association, and to attend class session three afternoons of each school week.

Students are required to attend the lectures given before the Golden Gate Froebel Association, and to attend special lectures delivered on afternoons other than those of their regular class sessions.

During each school year, students observe and practice in four different Kindergartens.

Students will be expected to furnish their own Kindergarten materials and books. The entire expense does not exceed ten dollars, as everything is furnished at the lowest possible rates, which are reduced from the ordinary retail prices by special arrangement on behalf of the Normal School.

It is expected that all students will be present at the beginning of the term. If a student cannot arrange to enter until after the class has gone over a portion of the year's work, she must begin at the point where she finds it, and to complete the course with the class, she must, before the end of the year, make up all the work she has lost.

A lack of musical ability does not debar the applicant from taking the course, but since music is a part of the daily exercises with the children, a graduate who does not possess a true sweet voice for singing or who cannot read simple music readily and execute it with expression, must join forces in teaching with some person who is musical.

Letters are frequently received making inquiries in reference to the possibility of securing places where personal services would pay for personal expenses. This is impracticable, unless the young woman has very robust health and is capable of despatching work both rapidly and satisfactorily, as the practice work in the Kindergarten and the attendance upon class session leave little time for such service.

Boarding places can be obtained by those from a distance for a reasonable price. The lowest for respectable surroundings and wholesome fare, is six dollars a week.

## PUBLIC KINDERGARTEN CERTIFICATE.

Graduates, by reason of the accredit of the Golden Gate Kindergarten Association by State Board of Education, June, 1903, may be granted the public Kindergarten certificate by County or City Boards of Education, provided such graduates furnish said boards with a recommendation from the Association, dated not more than six months prior to the date of application, for such certificate.

## HARRIET COOPER NORMAL TRAINING SCHOOL FUND.

LEGACY RECEIVED DECEMBER 7, 1898.

By the terms of the will of the late Harriet Cooper, who, during her lifetime, was Deputy Superintendent of the Association, a legacy of $2,500 was bequeathed to the Free Normal Training School of the Association, and Anna M. Stovall, the principal, was named as trustee.

From the organization of the Normal School until her demise, Miss Cooper took a special interest in the school, and it was her ardent desire that it should furnish a complete and thorough course to its students.

The bequest is known as the Harriet Cooper Normal Training School Fund, and it is devoted to broadening and strengthening the work of the Normal School.

### GRADUATES.

JANUARY, 1910.

Frances Maude Twyman.

JUNE, 1910.

Edna Kromer.
Hazel Solly.
Ethyl Kelley.
Josephine Larzelere.
Katherine Trewick.
Ruth Hoyt.

DECEMBER, 1910.

Florence Reid.
Mildred M. Morrison.
Hazel Packscher.
Alice Lewis.
Edith Nolan.

# GOLDEN GATE FROEBEL ASSOCIATION.

Florence Frank Hall, 1732 Greenwich Street.

Organized by Sarah B. Cooper, September 7, 1893.

Meetings held at 2:30 P. M., on the second Friday of each school month.

"The object shall be to promote and unify the educational interests of the Golden Gate Kindergarten Association, and to disseminate Kindergarten principles."—Constitution, Article I, Section 2.

"This Association shall be composed of the teachers of the Golden Gate Kindergarten Association, the graduates of the Golden Gate Free Kindergarten Normal School, and also any persons interested in the Kindergarten cause."—Article II, Section 1.

## OFFICERS, 1911.

MISS VIRGINIA FITCH.....Honorary President
MISS ANNA M. STOVALL.....President
MISS MAUDE A. LISSAK.....Vice-President
MISS MARY S. MCCORMICK.....Recording Secretary
MISS EILEEN MCCURRIE.....Corresponding Secretary
MISS PHŒBE LITZBERG .....Treasurer
MISS ANITA RHOADES .....Librarian

MRS. ALEXENA ROBERTS
MISS CORA GRIFFIN
MISS MARGUERITE COLLYMORE .....Executive Committee
MISS BERTHA KLEIN
MRS. JANET SMITH

MISS XENA ROBERTS
MISS EBBA JOHNSON
MISS ETHEL RODDA .....Hospitality Committee
MISS FRANCES M. TWYMAN

# PROGRAM.

1909.

January. Election of Officers.

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February. "The Poetic Old World."
ANNA M. WIEBALK, S. F. State Normal School.

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March. "Relation of Nickelodeon to Juvenile Crime."
EUGENIE SCHENCK, S. F. Social Settlement.

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April. Celebration of Froebel's Birthday.
Play Festival.

---

May. "The Wild Flowers of California."
MARY E. PARSONS, author "Wild Flowers of California."

---

August. "Modern Educational Ideals."
DR. RUDOLPH COFFEE, (Pittsburg).

---

September. "The Child's Responses to His Physical and Moral Environment."
DR. C. E. RUGH, University of California.

---

October. "Some Child Traits."
DR. R. G. BOONE, University of California.

---

November. 1. "Importance of Proper Cultivation of Vocal Reading."
2. "Parental Interest in Schools."
T. L. HEATON, Deputy Supt., S. F. Public Schools.

## PROGRAM—Continued.

December. "Siam and its People."

MRS. HANSEN, Medical Missionary, Siam.

Attended Kindergarten Section of California Teachers' Association. Anna M. Stovall, Chairman.

"Kindergarten Values in Education," Isabel French, Los Angeles State Normal School; "The Assumed Conflict between Convention and Freedom in the Training of Little Children," Dr. C. C. Van Liew, Chico State Normal School; "The Kindergarten as a Stage in Directed Education," Dr. R. G. Boone, University of California; "Organized Play," Dr. Luther H. Gulick, New York.

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1910.

January. Election of Officers.

"The Work of the Auxiliary of Juvenile Court."

MRS. A. BELL.

---

February. "Contagious Diseases."

DR. E. C. FLEISCHNER.

---

March. "Importance of Kindergarten Ideals in Citizenship."

DR. MARTIN MEYER, Rabbi Temple Emanu-El.

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April 1. Celebration of Froebel's Birthday.
(Meeting held by invitation in the Public Kindergarten, Lafayette Primary School.)

Games by Members.

"The Work with Crippled Children of Emanu-El Layman School, New York."

SARAH MACK.

Presentation of Flowers by Children of Lafayette School.

2. Joint Celebration—Oakland and San Francisco Kindergartners, Mosswood Park, Oakland.

## PROGRAM—Continued.

August. "Singing in the Kindergarten."
XENA ROBERTS.

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September. Kindergarten Games.
Directed by Members.
Folk Dances.
Directed by MRS. C. MCQUADE, Chico State Normal School.

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October. "Madonnas."
ANNA M. WIEBALK, S. F. State Normal School.

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November. "Thinking and Doing."
DR. R. G. BOONE, University of California.

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December. "The Architecture of the New San Francisco."
FIDELIA JEWETT, Girls' High School.

Attended Kindergarten Section, California Teachers' Association. Mary L. Gamble, Chairman.

"Correlation of Kindergarten and Manual Training," Ednah Rich, Santa Barbara State Normal School; "A Word in Behalf of the Kindergarten," Lew A. Ball, Primary Supervisor, San Francisco School Department; "Mysticism of Froebel," Dr. George F. James, University of Minnesota.

Celebration of Washington's Birthday

Mission Park Kindergarten

Outdoor Work—Miranda Lux Kindergarten

Miranda Lux Kindergarten

**Hearst Kindergarten** 2520 Folsom Street

# TREASURER'S REPORT.

Golden Gate Kindergarten Association, in account with its Treasurer, Miss M. L. Brown.

**For the Year ending December 31, 1909.**

## RECEIPTS.

| | | |
|---|---|---|
| Balance on hand January 1, 1909 | | $ 7,777.35 |
| Leland Stanford Jr. Memorial Trust Fund (for Stanford Kindergartens) | $5,000.00 | |
| Mrs. Phœbe A. Hearst (for Hearst Kindergartens) | 3,600.00 | |
| Legacy from Mrs. Florence Pope Frank | 2,000.00 | |
| Christmas donations | 1,247.00 | |
| Mrs. Cyrus Walker (for Emily P. Walker Memorial Kindergarten) | 660.00 | |
| Miranda Lux Estate (Spring Valley Water Co. Stock) | 970.75 | |
| Merchants Exchange (through T. C. Friedlander) | 598.95 | |
| Interest on Bonds (Association) | 500.00 | |
| Interest on Bonds (Harriet Cooper Fund) | 100.00 | |
| Interest on Savings Bank deposits | 308.98 | |
| Subscriptions | 375.50 | |
| Donations (including Thanksgiving) | 154.25 | |
| Mary A. Crocker Trust Fund | 240.00 | |
| Doe Estates Co. | 77.03 | |
| St. Vincent de Paul (one-half expense piano and water, Mission Park Kindergarten) | 37.49 | |
| Rent of Office (Daughters of the American Revolution) | 25.00 | |
| Normal Class Students (for material) | 55.10 | |
| Rent of Piano (Hearst Kindergarten in S. F. Settlement, 720 Treat Ave.) | 16.50 | 15,966.55 |
| | | $23,743.90 |

## DISBURSEMENTS.

## LELAND STANFORD JR. MEMORIAL FREE KINDERGARTENS.

### Stanford Kindergarten.

4292 Twenty-fourth Street.

| | | |
|---|---|---|
| Salary | $ 720.00 | |
| Rent | 240.00 | |
| Janitress | 64.50 | |
| Materials, fuel, etc. | 80.63 | $ 1,105.13 |

### Stanford Kindergarten.

3428 Mission Street.

| | | |
|---|---|---|
| Salary | $ 685.00 | |
| Rent | 300.00 | |
| Janitress | 120.00 | |
| Materials, fuel, etc. | 105.97 | |
| | $1,210.97 | |
| Advanced from General Fund for rent, 117 Thirtieth Street; refunded by Stanford Trust, 1909 | 175.00 | $ 1,035.97 |

### Stanford Kindergarten.

230 Harriet Street.

| | | |
|---|---|---|
| Salary | $ 495.00 | |
| Rent | 105.00 | |
| Janitress | 63.00 | |
| Materials, chairs, fuel, etc. | 80.10 | $ 743.10 |

### Stanford Kindergarten.

200 London Street.

| | | |
|---|---|---|
| Salary | $ 472.50 | |
| Rent | 240.00 | |
| Janitress | 66.00 | |
| Materials, fuel, moving expenses, etc. | 66.88 | $ 845.38 |

### Stanford Kindergarten.
3030 San Bruno Road.

| | | |
|---|---|---|
| Salary | $ 495.00 | |
| Rent | 240.00 | |
| Janitress | 64.50 | |
| Materials, fuel, etc. | 62.95 | $ 862.45 |
| Assistants furnished by Golden Gate Training School; received from Stanford Fund toward this expense | | 232.97 |

## HEARST FREE KINDERGARTENS.

### Hearst Kindergarten.
560 Union Street.

| | | |
|---|---|---|
| Salaries | $1,177.95 | |
| Janitress | 120.00 | |
| Nursery maid | 97.50 | |
| Materials, water, fuel, etc. | 265.62 | $ 1,661.07 |

### Hearst Kindergarten.
720 Treat Avenue.

| | | |
|---|---|---|
| Salary | $ 540.00 | |
| Rent | 52.50 | |
| Janitress | 60.00 | |
| Materials | 56.75 | $ 709.25 |

### Hearst Kindergarten.
Sunnyside Public School Building.

| | | |
|---|---|---|
| Salary | $ 720.00 | |
| Janitor | 77.00 | |
| Materials | 208.52 | $ 1,005.52 |
| Assistants furnished by Golden Gate Training School | | 224.16 |

### Emily P. Walker Memorial Free Kindergarten.
1732 Greenwich Street.

| | | |
|---|---|---|
| Salary | $ 360.00 | |
| Rent | 132.00 | |
| Janitress | 33.00 | |
| Materials | 62.22 | |
| Assistants furnished by Golden Gate Training School | 72.78 | $ 660.00 |

### Pope Free Kindergarten.

1732 Greenwich Street.

| | | |
|---|---|---|
| Salary | $ 360.00 | |
| Rent | 132.00 | |
| Janitress | 33.00 | |
| Materials | 62.23 | |
| Assistants | 72.78 | $ 660.01 |

### Mission Park Free Kindergarten.

Eighteenth and Oakwood Streets.

| | | |
|---|---|---|
| Salary | $ 600.00 | |
| Rent | 180.00 | |
| Janitress | 66.00 | |
| Materials, Insurance | 129.92 | $ 975.92 |

Received from St. Vincent de Paul, one-half expense piano and water ..... $ 37.49

### Free Kindergarten.

Nineteenth and Iowa Streets.

| | | |
|---|---|---|
| Salary | $ 540.00 | |
| Rent | 86.25 | |
| Materials | 23.99 | $ 650.24 |

### Merchants Exchange Kindergarten.

Seventeeth and Pond Streets.

| | | |
|---|---|---|
| Salary | $ 600.00 | |
| Rent | 325.00 | |
| Janitress | 66.00 | |
| Materials, Insurance, etc. | 56.60 | $ 1,047.60 |

### Holly Park Free Kindergarten.

Jefferson and Anderson Streets.

| | | |
|---|---|---|
| Salary | $ 600.00 | |
| Rent | 60.00 | |
| Janitress | 66.00 | |
| Materials, fuel, repairs | 117.84 | $ 843.84 |

GOLDEN GATE KINDERGARTEN ASSOCIATION.

## Free Kindergarten.

734½ Fourteenth Street.

| | | |
|---|---|---|
| Salary | $ 540.00 | |
| Rent | 240.00 | |
| Janitress | 64.50 | |
| Materials | 79.25 | $ 923.75 |

## *Golden Gate Free Normal School.

| | | |
|---|---|---|
| Library | $ 56.18 | |
| Lectures | 135.00 | |
| Materials | 9.03 | |
| Materials (money refunded by students) | 59.48 | $ 259.69 |
| Salary Supervisor and Normal Instructor | $1,200.00 | |
| Less services of assistants | 602.69 | $ 597.31 |

## Administrative and Miscellaneous Expenses.

| | | |
|---|---|---|
| Rent of office and janitress' salary | $ 262.00 | |
| Printing report and miscellaneous printing | 151.70 | |
| Certified accountant | 55.00 | |
| Carpenter, painter, moving expenses and furniture | 125.50 | |
| Stationery, postage and sundries | 277.70 | |
| Advertising in newspapers and subscriptions to magazines | 53.70 | |
| Mothers' Clubs (specially contributed) | 43.65 | |
| Salary and carfare, treasurer and clerk | 699.85 | |
| Salary of clerk, January and February | 50.00 | $ 1,719.10 |
| Total disbursements | | $16,762.46 |
| Balance on hand | | 6,981.44 |
| | | $23,743.90 |

Respectfully submitted,

M. L. Brown, *Treasurer.*

* The services of the assistants employed in the Golden Gate Kindergartens are considered as the equivalent of the expenses of the training school.

## Annual Subscriptions.

| | | | |
|---|---|---|---|
| Boardman, Mrs. T. D. | $ 3.00 | Meyer, Daniel | $ 12.00 |
| Brown, Miss M. L. | 3.00 | Meyer, Henry | 12.00 |
| Brownell, Mrs. Edward E. | 3.00 | Miller & Lux | 120.00 |
| Cutler, Mrs. E. B. | 12.00 | Morton, Mrs. Wm. | 3.50 |
| Diamant, L. | 24.00 | Norris, Mrs. B. F. | 3.00 |
| Fitch, Mrs. G. K. | 6.00 | Palmer, Mrs. Silas | 6.00 |
| Fitch, Miss Virginia | 6.00 | Paraffine Paint Co. | 5.00 |
| Gibbons, Mrs. Morton R. | 3.00 | Quick, Mrs. Walter | 3.00 |
| Greensfelder, Miss Helen | 3.00 | Sloss, Mrs. Louis | 60.00 |
| Kent, Mrs. Wm. | 13.00 | Stovall, Miss Anna M. | 12.00 |
| Lilienthal, Mrs. E. R. | 3.00 | Taussig, R. J. | 12.00 |
| Livingstone & Co. | 12.00 | Taylor, Miss M. L. | 3.00 |
| Litzberg, Miss Phoebe | 3.00 | | |
| London, Liverpool & Globe | 30.00 | | $375.50 |

## DONATIONS.

| | | | |
|---|---|---|---|
| Barrows, Mrs. Chas. | $ 10.00 | Refund rent, piano, 24th St. | $ 12.50 |
| Carlson Currier Co. | 5.00 | Refund insurance, 1617 California St. | 1.35 |
| Collymore, Miss Marguerite | 3.25 | Schwabacher, Mrs. L. | 1.25 |
| Crocker Grammar School, 6th Grade | 4.90 | Stearns, Mrs. J. | 1.25 |
| D'Ancona, Mrs., for use of office | 2.50 | Stovall, Miss Anna M. | 10.00 |
| Hanley, Mrs. J. W. | 2.50 | Through T. F. Leonard | 31.00 |
| Marsden, Mrs. Mabel Reid | 10.00 | Mothers' Clubs | 40.25 |
| Newman & Levinson | 5.00 | | $140.75 |

## THANKSGIVING DONATIONS.

| | | | |
|---|---|---|---|
| Boardman, Mrs. T. D. | $ .50 | Thayer, I. E. | $ 5.00 |
| Lilienthal, Mrs. E. R. | 2.50 | Thanksgiving, 24th St. | 1.00 |
| Litzberg, Miss Phebe | 1.00 | | |
| Quick, Mrs. Walter | 1.00 | | $13.50 |
| Sloss, Mrs. Louis | 2.50 | | |

## CHRISTMAS DONATIONS.

| | | | |
|---|---|---|---|
| American Florist | $ 20.00 | Houghton, Miss Minnie | $ 5.00 |
| Anderson, Frank | 10.00 | Jackson, A. W. | 20.00 |
| Arnstein, Simon & Co. | 10.00 | Kelly's Stables | 5.00 |
| Batchelder, Mrs. Geo. A. | 10.00 | Keyes, Mrs. A. D. | 2.00 |
| Bishop, Chas. R. | 15.00 | Koenig Shoe Co. | 5.00 |
| Blanding, Mrs. Gordon | 25.00 | Kohl, Mrs. Wm. | 25.00 |
| Boardman, Mrs. T. D. | 1.00 | Koster, John L. | 10.00 |
| Borel, Anton, & Co. | 25.00 | Liebes, H., & Co. | 10.00 |
| Carlson Currier Co. | 5.00 | Lilienthal, Mrs. E. R. | 5.00 |
| Chanslor, Jos. A. | 50.00 | Lindley & Eickhoff | 10.00 |
| Coleman, Edward | 10.00 | McBean, Mrs. Peter McG. | 5.00 |
| Crocker, Mrs. W. H. | 50.00 | McCreery, A. B. | 100.00 |
| Day, Thos., & Co. | 5.00 | Merrill, Mrs. J. F. | 5.00 |
| Diamant, L. | 2.00 | Meyer, Daniel | 25.00 |
| Dodge, Mrs. Henry L. | 10.00 | Meyer Wilson Co. | 10.00 |
| Dunham, Carrigan & Hayden Co. | 10.00 | Neustadter Bros. | 20.00 |
| Dutton, Mrs. Wm. J. | 10.00 | Nickel, Mrs. Leroy | 5.00 |
| E. I. du Pont de Nemours Powder Co. | 5.00 | Norris, Mrs. B. F. | 2.00 |
| Eloesser & Heynemann | 10.00 | Pacific Hardware Co. | 25.00 |
| Emporium, The | 10.00 | Page, Chas. | 5.00 |
| Fitch, Mrs. G. K. | 10.00 | Phelan, Jas. D. | 5.00 |
| Freyermuth, Dr. O. E. | 10.00 | Pope & Talbot | 50.00 |
| Galli & Galli | 10.00 | Reinstein, J. B. | 5.00 |
| Gerstle, Mrs. Lewis | 10.00 | Rollins, E. H., & Sons | 10.00 |
| Gladding, McBean & Co. | 10.00 | Rosenfelds, John, & Sons | 10.00 |
| Grant, J. D. | 25.00 | Royal Insurance Co. | 10.00 |
| Grays Harbor Commercial Co. | 20.00 | Schwabacher, Mrs. Sigmund | 20.00 |
| Greenwald, Mrs. L. | 25.00 | Sloss, Mrs. Louis | 10.00 |
| Gunst, Moses A. | 50.00 | Sloss, Mrs. Joseph | 5.00 |
| Heilbronner, Mrs. | 5.00 | Sloss, Mrs. Leon | 10.00 |
| Hertzein, Dr. Morris | 10.00 | Sloss, Mrs. M. C. | 5.00 |
| Hellmann, I. W. | 10.00 | Spreckels, Adolph B. | 100.00 |
| Holbrook, Chas. | 50.00 | Stern, Mrs. Jacob | 10.00 |
| Hotaling, Mrs. A. P., Sr. | 25.00 | Taussig, Louis & Co. | 10.00 |
| Hotaling, Mrs. A. P., Jr. | 50.00 | Weill, Raphael, & Co. | 30.00 |
| Hooper, Chas. A. | 25.00 | Welch & Co. | 10.00 |
| | | Worden, Clinton E. | 10.00 |
| | | | $1,247.00 |

# TREASURER'S REPORT.

Golden Gate Kindergarten Association in account with its Treasurer, Miss M. L. Brown.

**For the Year ending December 31, 1910.**

## RECEIPTS.

| | | |
|---|---|---|
| Balance on hand January 1, 1910 | | $ 6,981.44 |
| Leland Stanford Jr. Memorial Trust Fund (for Stanford Memorial Kindergartens) | $5,000.00 | |
| Mrs. Phœbe A. Hearst (for Hearst Kindergartens) | 3,600.00 | |
| Red Cross and Relief (Grant) | 2,000.00 | |
| Christmas Donations | 1,823.00 | |
| Miranda Lux Estate (Spring Valley Water Co. Stock) | 776.00 | |
| Mrs. Cyrus Walker (for Emily P. Walker Memorial Kindergarten) | 660.00 | |
| Interest on Bonds, Association | 500.00 | |
| Interest on Bonds (Harriet Cooper Fund) | 100.00 | |
| Merchants Exchange Association (through T. C. Friedlander) | 392.10 | |
| Subscriptions | 584.50 | |
| Savings Banks Deposits—Interest | 259.60 | |
| Mary A. Crocker Trust Fund | 240.00 | |
| Normal Class Students (for materials) | 93.32 | |
| Donations (including Thanksgiving and Mothers' Clubs) | 57.32 | |
| St. Vincent de Paul Society (refund one-half expense water and piano Mission Park Kindergarten) | 29.22 | |
| Rent of piano (at Hearst Kindergarten, S. F. Settlement) | 16.50 | $16,131.56 |
| | | $23,113.00 |

## DISBURSEMENTS.

## LELAND STANFORD JR. MEMORIAL FREE KINDERGARTENS.

### Stanford Free Kindergarten.

4292 Twenty-fourth Street.

Nine months.

| | | |
|---|---|---|
| Salary | $ 540.00 | |
| Rent | 145.00 | |
| Janitress | 42.00 | |
| Materials, piano, fuel | 48.10 | $ 775.10 |

### Stanford Free Kindergarten.

Seventeenth and Pond Streets.

Three months.

| | | |
|---|---|---|
| Salary | $ 135.00 | |
| Rent | 75.00 | |
| Janitress | 18.00 | |
| Materials | 29.93 | $ 257.93 |

### Stanford Free Kindergarten.

3452 Mission Street.

| | | |
|---|---|---|
| Salary | $ 485.75 | |
| Rent | 313.50 | |
| Janitress | 120.00 | |
| Materials, fuel, etc. | 73.80 | $ 993.05 |

### Stanford Free Kindergarten.

230 Harriet Street.

| | | |
|---|---|---|
| Salary | $ 540.00 | |
| Rent | 105.00 | |
| Janitress | 66.00 | |
| Materials | 82.71 | $ 793.71 |

### Stanford Free Kindergarten.

200 London Street.

| | | |
|---|---|---|
| Salary | $ 544.50 | |
| Rent | 237.40 | |
| Janitress | 66.00 | |
| Materials | 43.27 | $ 891.17 |

### Stanford Free Kindergarten.

3030 San Bruno Avenue.

| | | |
|---|---|---|
| Salary | $ 540.00 | |
| Rent | 240.00 | |
| Janitress | 66.00 | |
| Materials, fuel | 45.36 | $ 891.36 |
| | | $ 4,602.32 |
| Assistants furnished by Golden Gate Training School, of which there was received from Stanford Fund towards this expense | | 397.68 |
| | | $ 5,000.00 |

## HEARST FREE KINDERGARTENS.

### Hearst Free Kindergarten.

560 Union Street.

| | | |
|---|---|---|
| Salaries | $1,311.90 | |
| Janitress | 120.00 | |
| Nursery maid | 100.00 | |
| Materials, fuel, water, etc. | 153.40 | $ 1,685.30 |

### Hearst Free Kindergarten.

2520 Folsom Street.

| | | |
|---|---|---|
| Salary | $ 540.00 | |
| Rent | 52.50 | |
| Janitress | 60.00 | |
| Materials | 52.65 | $ 705.15 |

GOLDEN GATE KINDERGARTEN ASSOCIATION.

## Hearst Free Kindergarten.

Sunnyside Public School Building.

| | | |
|---|---|---|
| Salary | $ 587.50 | |
| Janitor | 78.00 | |
| Materials | 87.66 | $ 753.16 |
| Assistants furnished by Golden Gate Training School | | $ 456.39 |
| | | $ 3,600.00 |

## Emily P. Walker Memorial Free Kindergarten.

1732 Greenwich Street.

| | | |
|---|---|---|
| Salary | $ 360.00 | |
| Rent | 132.00 | |
| Janitress | 36.00 | |
| Materials, fuel, water, etc. | 52.22 | |
| Assistants furnished by Golden Gate Training School | 79.78 | $ 660.00 |

## Pope Free Kindergarten.

1732 Greenwich Street.

| | | |
|---|---|---|
| Salary | $ 360.00 | |
| Rent | 132.00 | |
| Janitress | 36.00 | |
| Materials, fuel, water, etc. | 52.22 | |
| Assistants furnished by Golden Gate Training School | 79.78 | $ 660.00 |

## Mission Park Free Kindergarten.

Eighteenth and Oakwood Streets.

| | | |
|---|---|---|
| Salary | $ 600.00 | |
| Rent | 180.00 | |
| Janitress | 69.00 | |
| Materials, water, piano, etc. | 117.48 | $ 966.48 |
| Received from St. Vincent de Paul one-half expense water and piano | $ 29.22 | |

### Free Kindergarten.

Nineteenth and Iowa Streets.

Eight months.

| | | |
|---|---|---|
| Salary | $ 360.00 | |
| Rent | 72.50 | |
| Materials | 13.77 | $ 446.27 |

### Merchants Exchange Free Kindergarten.

Seventeenth and Pond Streets.

Nine months.

| | | |
|---|---|---|
| Salary | $ 347.00 | |
| Rent | 225.00 | |
| Janitress | 46.50 | |
| Materials | 41.96 | $ 660.46 |

### Merchants Exchange Free Kindergarten.

Corner Jefferson and Anderson Streets.

Three months.

| | | |
|---|---|---|
| Salary | $ 135.00 | |
| Rent | 15.00 | |
| Janitress | 18.00 | |
| Materials | 20.64 | $ 188.64 |

### Holly Park Free Kindergarten.

Anderson and Jefferson Streets.

Nine months.

| | | |
|---|---|---|
| Salary | $ 399.35 | |
| Rent | 45.00 | |
| Janitress | 54.00 | |
| Materials | 58.06 | $ 556.41 |

GOLDEN GATE KINDERGARTEN ASSOCIATION.

### Miranda Lux Free Kindergarten.

Noe Valley Public School Building.

Twenty-fourth and Douglass Streets.

Three months.

| | | |
|---|---|---|
| Salary | $ 180.00 | |
| Materials | 29.51 | $ 209.51 |

### Free Kindergarten.

734½ Fourteenth Street.

| | | |
|---|---|---|
| Salary | $ 458.50 | |
| Rent | 220.00 | |
| Janitress | 64.50 | |
| Materials | 63.09 | $ 806.09 |

### Sarah B. Cooper Free Kindergarten.

Golden Gate Public School Building, near Pierce Street.

| | | |
|---|---|---|
| Salary | $ 627.50 | |
| Janitor | 55.00 | |
| Materials | 180.36 | $ 862.86 |

### Vittoria Colonna Free Kindergarten.

Washington Irving Public School Building,

Broadway, between Sansome and Montgomery Streets.

| | | |
|---|---|---|
| Salary | $ 285.50 | |
| Materials | 149.40 | $ 434.90 |

### *Golden Gate Free Normal School.

1617 California Street.

| | | |
|---|---|---|
| Library | $ 34.09 | |
| Lectures | 105.50 | |
| Materials | 16.26 | |
| Materials (money refunded by students) | 88.94 | $ 244.79 |
| Salary, Supervisor and Normal Instructor | 1,200.00 | |
| Less services of assistants | 1,013.63 | $ 186.37 |

* The services of the assistants employed in the Golden Gate Kindergartens are considered as the equivalent of the expenses of the training school.

## Administrative and Miscellaneous Expenses.

| | | |
|---|---|---|
| Rent of office | $ 240.00 | |
| Telephone, piano rent and sundries | 105.09 | |
| Stationery, materials, postage, typewriter | 111.53 | |
| Insurance, library and office furniture and certified accountant | 45.60 | |
| Salary and car fare, Treasurer and clerk | 780.00 | |
| Subscriptions to magazines, and advertisements | 61.60 | |
| Balance payment, 230 Harriet Street | 25.00 | |
| Engraving Diploma | 60.00 | $ 1,428.82 |
| Total Disbursements | | $16,911.60 |
| Balance on hand | | 6,201.40 |
| | | $23,113.00 |

Respectfully submitted,

M. L. Brown, *Treasurer.*

## ANNUAL SUBSCRIPTIONS.

| | | | |
|---|---|---|---|
| Alexander, Mrs. Chas. | $ 60.00 | Meyer, Mrs. Henry | $ 12.00 |
| Boardman, Mrs. T. D. | 3.00 | Meyer, Daniel | 12.00 |
| Brown, Miss M. L. | 3.00 | Miller & Lux | 120.00 |
| Brownell, Mrs. E. E. (2 yrs.) | 6.00 | Morton, Mrs. Wm. | 1.50 |
| Cowell, Mrs. E. V. | 3.00 | Norris, Mrs. B. F. | 3.00 |
| Diamant, L. | 24.00 | Parsons, Miss M. E. (2 yrs.) | 6.00 |
| Dorr, Miss Jessey | 3.00 | Pierce, Mrs. Ira | 3.00 |
| Fitch, Mrs. G. K. | 6.00 | Paraffine Paint Co. | 30.00 |
| Fitch, Miss Virginia | 6.00 | Quick, Mrs. Walter | 3.00 |
| Gibbons, Mrs. Morton R. | 3.00 | Simpson, Miss Edith (Mrs. Roy Pike) | 3.00 |
| Hotaling, Mrs. A. P., Sr. | 100.00 | Sloss, Mrs. Louis | 60.00 |
| Hotaling, Mrs. A. P., Jr. | 3.00 | Spiers, Miss Katherine | 3.00 |
| Keyes, Mrs. A. D. | 3.00 | Stovall, Miss Anna M. | 12.00 |
| Lilienthal, Mrs. E. R. | 3.00 | Taylor, Miss M. L. | 3.00 |
| Litzberg, Miss Phœbe | 3.00 | Taussig, R. J., & Co. | 12.00 |
| Liverpool, London & Globe Ins. Co | 60.00 | Total | $584.50 |
| Livingston & Co. | 12.00 | | |

## DONATIONS.

| | | | |
|---|---|---|---|
| Batchelder, Kittredge | $ 1.00 | Mothers' Club, Mission Park | $4.00 |
| Falk, Mrs. (through Miss Harvey | 2.50 | Philips, Mr. H. B. | 10.00 |
| Hooper, Geo. Williams | 10.00 | Refund | 2.07 |
| McCormick, Miss (from sale of stove) | 1.50 | Schmidt Lithograph Co. | 3.00 |
| Mothers' Club (Pope and Walker) | 10.00 | Talbot, Mrs. W. C. | 5.00 |
| Mothers' Club, 3452 Mission | 2.00 | White, Mr. (through Mrs. Gardner) | 1.25 |
| | | Total | $52.32 |

## THANKSGIVING DONATIONS.

| | | | |
|---|---|---|---|
| Boardman, Mrs. T. D. | $1.00 | Sloss, Mrs. Louis | $1.00 |
| Hotaling, Mrs. A. P., Jr. | 1.00 | Stovall, Miss Anna M. | 1.00 |
| Lilienthal, Mrs. E. R. | 1.00 | | 5.00 |
| | | Total | $57.32 |

## CHRISTMAS DONATIONS, 1910.

| | | | |
|---|---|---|---|
| Ætna Ins. Co. | $ 5.00 | Diamant, L. | $ 5.00 |
| Alexander, Mrs. Harriet | 25.00 | Dodge, Mrs. Henry L. | 5.00 |
| American Florist | 20.00 | Dutton, Mrs. Grayson | 3.00 |
| Anglo Paris & London Bank | 10.00 | Dunham, Carrigan & Hayden | 10.00 |
| Arnstein-Simon Co. | 10.00 | Ebright, Geo. E. | 2.50 |
| Associated Oil Co. (T. H. Buck) | 10.00 | Eloesser-Heynemann Co. | 10.00 |
| Batchelder, Mrs. Geo A. | 5.00 | Emporium, The | 10.00 |
| Barth, J. A. | 10.00 | Fleischman-Clarke Co. | 2.00 |
| Bigelow, Mrs. | 10.00 | Fireman's Fund | 10.00 |
| Bishop, Chas. R. | 10.00 | Fitch, Mrs. G. K. | 10.00 |
| Blakeman, Mrs. Z. T. | 2.50 | Foster, Mrs. A. W. | 1.00 |
| Blanding, Mrs. Gordon | 25.00 | Freese, Wm. | 10.00 |
| Boardman, Mrs. Geo. C. | 3.00 | Freyermuth, Dr. and Mrs. | 5.00 |
| Boardman, Mrs. T. D. | 2.00 | Galli & Galli | 10.00 |
| Borel, Anton | 25.00 | Gerstle, Mrs. Louis | 10.00 |
| Bowen, Mrs. Edgar | 5.00 | Gladding, McBean & Co. | 10.00 |
| Breeden, H. C. | 10.00 | Goldberg & Bowen Co. | 5.00 |
| Breeze, Mrs. Thos. | 5.00 | Grant, J. D. | 25.00 |
| Brittain, Miss Mary B. | 2.00 | Gray's Harbor Com'l Co. | 20.00 |
| Brown, M. L. | 2.00 | Greenbaum, Weil & Michels | 5.00 |
| Brownell, Mrs. E. E. | 3.00 | Greenwald, Mrs. L. | 25.00 |
| Bruce, Robert | 10.00 | Gregory, Mr. & Mrs. Warren | 5.00 |
| Buckingham & Hecht | 5.00 | Gunst, Mrs. Moses | 10.00 |
| Cadwalader, Mrs. Geo. | 2.00 | Hartford Fire Ins. Co. | 5.00 |
| Cal. & Atlantic S. S. Co. (Bates & Cheesebrough) | 10.00 | Hamilton, Mrs. Alexander | 10.00 |
| Cal. Casket Co. | 5.00 | Hansen, Mrs. | .50 |
| Cal. & Hawaiian Sugar Refining Co. | 10.00 | Heilbronner, Mrs. August | 5.00 |
| Campbell, Mrs. Marriner | 5.00 | Heller, Mrs. E. S. | 10.00 |
| Chamberlain, Mrs. Selah | 25.00 | Hellman, I. W. | 10.00 |
| Chanslor, J. B. | 50.00 | Hitchcock, Mrs. Wm. | 2.50 |
| Chapman, Mrs. W. B. | 5.00 | Holbrook, Chas. | 50.00 |
| Chickering & Gregory | 5.00 | Hooper, C. A. | 25.00 |
| Chickering, Harry | 5.00 | Hooper, Geo. Williams | 10.00 |
| Chipman, Mrs. E. | 5.00 | Horsburgh, Mrs. Jas., Jr. | 5.00 |
| Coleman, Edward | 10.00 | Houghton, Miss Minnie B. | 5.00 |
| Crocker, Mrs. W. H. | 25.00 | Hueter, E. L. | 10.00 |
| Dimond, E. R. | 25.00 | Humphreys, Mrs. Wm. P. | 2.00 |
| Deering, Mr. and Mrs. Chas | 10.00 | Irwin, Mrs. Wm. | 100.00 |
| de Sabla, E. J., Jr. | 25.00 | Jackson, A. W. | 20.00 |
| | | Keyes, Mrs. A. D. | 2.50 |
| | | King, Mrs. G. L. | 1.50 |

| | | | |
|---|---|---|---|
| Kohl, Mrs. Wm. | $ 25.00 | Reinstein, J. B. | $ 5.00 |
| Koshland, Mrs. | 2.50 | Rollins, E. H., & Sons | 10.00 |
| Koster, John L. | 10.00 | Rosenfeld's Sons, John | 10.00 |
| Kuttner-Goldstein | 5.00 | Rosenstock, Mrs. S. W. | 5.00 |
| Liebes & Co. | 10.00 | Royal Ins. Co. | 10.00 |
| Lilienthal, Mrs. E. R. | 5.00 | Schlacks, Mrs. Chas. | 5.00 |
| Lissak, Miss M. A. | 1.00 | Schwabacher, Mrs. Sigmund | 20.00 |
| Livermore, Mrs. Horatio | 5.00 | Scott, Henry T. | 5.00 |
| Low, Miss Florence | 2.50 | Scott, Magner & Miller | 5.00 |
| Mack, Mr. A. | 10.00 | Shreve & Co. | 20.00 |
| Morgan, Miss Eleanor | 2.50 | Sloane, W. & J. | 10.00 |
| Mauzy, Byron | 5.00 | Sloss Brothers | 20.00 |
| McCreery, A. B. | 100.00 | Sloss, Mrs. Joseph | 5.00 |
| McDonald, Mrs. Augustus. | 1.00 | Sloss, Mrs. Louis | 10.00 |
| McKenzie, Miss | .50 | Spieker, Mrs. J. J. | 10.00 |
| Merrill, Mrs. J. F. | 10.00 | Spreckels, A. B. | 100.00 |
| Meyer, Daniel | 25.00 | Stahl, Mrs. Adolph | 10.00 |
| Meyer, Mrs. | 5.00 | St. Goar, Henry | 5.00 |
| Meyer, Mrs. J. Henry | 20.00 | Stovall, Miss Anna M. | 10.00 |
| Miller, Mrs. C. O. G. | 5.00 | Taussig, Louis, & Co. | 10.00 |
| Neustadter Bros. | 10.00 | Tay, Geo. H., Co. | 5.00 |
| Nickel, Mrs. Leroy | 20.00 | Terry, Dr. and Mrs. W. I. | 2.50 |
| Norris, Mrs. B. F. | 2.00 | Thayer, I. E. | 5.00 |
| Oxnard, Mr. and Mrs. Robt. | 10.00 | Tubbs, Mrs. A. L. | 10.00 |
| Pac. Hdwe. & Steel Co. | 25.00 | Tyson, Geo. | 5.00 |
| Page, Chas. | 25.00 | Van der Lip, Dr. and Mrs. | 2.00 |
| Palmer, Mrs. Frederick | 5.00 | Walter, Mrs. I. N. E. | 10.00 |
| Palmer, Mrs. Silas | 25.00 | Warner, Dr. and Mrs. Alex. | 5.00 |
| Philips, Henry B. | 10.00 | Weill, Raphael, & Co. | 30.00 |
| Plum, Chas. M. | 5.00 | Welch & Co. | 10.00 |
| Pope & Talbot | 50.00 | Welch, Mrs. Andrew | 10.00 |
| Raiss, Carl | 20.00 | Whittier, W. F. | 50.00 |
| Reding, Mrs. Wm. | 2.50 | Worden, Clinton E. | 10.00 |
| Redington, Mrs. Wm. | 5.00 | Total | $1,823.00 |

San Francisco, February 23, 1911.

*President and Directors, Golden Gate Kindergarten Association:*

I certify that I have examined the books of accounts, the vouchers and other records pertaining thereto, of the treasurer of the Golden Gate Kindergarten Association for the calendar years 1909 and 1910, and have found them correct and in order.

Respectfully,

Herbert M. Brace, C. P. A.

## GIFTS.

Needlework Guild (San Rafael), Needlework Guild (Kentfield), Raphael Weill, The Emporium, Hale Bros., I. Magnin & Co., O'Connor, Moffatt & Co., Nathan-Dohrmann Co., Fleischhacker & Co., Trinity M. E. Church Circle of The King's Daughters of Berkeley, Johnson-Locke Mercantile Co., H. O. Hardware Co., D. M. Ferry & Co., H. Munns & Co., Gullixson's Furniture Store, Miss Jeanette S. Hooper, American Guild, San Rafael Branch, Mrs. Cyrus Walker, Mrs. E. E. Brownell, Mrs. Silas Palmer, Miss Anna Stovall, Miss Myra Jeffers, Mothers' Progressive Club of Stanford Kindergarten, 3452 Mission Street; Mothers' Club, Stanford Kindergarten, 3030 San Bruno Road; Mothers' Club, Pope and Walker Kindergarten; Mothers' Club, Fourteenth Street Kindergarten; Sunday-school class, St. John's Presbyterian Church; Crocker Grammar School, pupils of the eighth grade, Miss Coleman, teacher; Crocker Grammar School, pupils of the sixth grade, Miss Roberts, teacher; Mothers, Hearst Kindergarten, 560 Union Street; Mothers' Club, Mission Park Kindergarten; Mothers' Club, San Francisco Settlement; Mothers' Club, Hearst Kindergarten, 2520 Folsom Street; Miss Griffin, Miss Ethel Rodda, Miss Eileen McCurrie, Mrs. E. G. Gardner, Miss Collymore, Miss A. Rhoades, Miss E. Kelley, Miss M. McCormick, Miss K. Trewick, Miss Jessie Elliott, Miss Louise Gray, Miss Ebba Johnson, Mrs. Janet Smith, Miss Xena Roberts, Miss Packscher, Miss Morrison, Miss Blair, Miss Phœbe Litzberg, Miss Wall, Miss Solly, Mrs. Ringnaldi, Miss Alice Lewis, Miss Larzelere, Golden Gate Park Commissioners, Mrs. G. A. Blair, Mrs. Cohn, Mrs. Theiss, Mr. La Rue, of Golden Gate Park; Mrs. Wm. J. McCormick, Mrs. F. Fischbeck, Mrs. C. Stone, Miss Grace Cutting, Miss Bessie Rolph, Mrs. A. Foster, Mrs. Jenkins, Mrs. Greenbaum, Mrs. Hartman, Mrs. Durkin, Mrs. Donovan, Mrs. Duffers, Miss Mary Elliott, Miss Ella Elliott, Mrs. Canavero, Mrs. Du Bois, Mrs. McPhun, Mrs. Wilson, Miss Darkin, Mrs. Cole, Mrs. Thompson, Friend, Mrs. Wilmer, Mrs. Adam, Mrs. Rubenstein, Mrs. Miller, Mrs. Dempsey, Mrs. Frey, San Bruno Feed and Fuel Co., Mr. John Hennessey, Mrs. Schenck, Mrs. Sweeney, Mrs. Simon, Mrs. McCormick, Mrs. Falk, Mrs. Williams, Mrs. Kelleher, Mrs. Gluck, Miss Williams, Mrs. Henry Eckart, Lung Lee, Mrs. Nelson, Mr. Hartman, Mrs. Walters, Mrs. Green, Mrs. F. A. Grover, Mrs. E. L. McClellan, Mrs. R. C. Medcraft, E. L. Hueter, Miss Lewis, Mr. Lakeman, Mrs. Allen, Mrs. Langley,

Mr. and Mrs. Lenner, Mrs. Hanley, Mr. Trewick, Mrs. Byxbee, Mrs. Hellwig, Mrs. Kraighen, Mr. C. Olsen, Mr. Weir, Mrs. B. Balart, Mrs. D. Mills, Miss Charlotte Hughes, Miss Bauer, Miss Schenck, Mr. Jas. Rolph, Mr. Achman, Mr. Jos. G. Elliott, Mrs. Frey, Mrs. Green, Mrs. Farber, Mrs. Trewick, Miss Blanche Bass, Mrs. Jenkins, Mr. Davis, Mrs. A. F. Rodda, Mrs. McNally, Mrs. Levinsky, Mrs. Garcia, Mrs. Clearwater, Mrs. Killian, Mrs. Kazaka, Miss Eliza Keith, Mrs. Pinther, Friend, Mrs. Morgan, Mrs. Shaw, Mrs. Breslauer, Mrs. Geo. Booker, Mr. Schaeffer, Mrs. Solomonson, Mrs. McDougall, Mrs. Wyckoff, Mrs. Robinson, Mrs. Winkel, Mrs. Reichart, Mrs. Gilmour, Mr. H. Breslauer, Mrs. Myers, Mrs. Allen.

## MEMBERS.

Hearst, Mrs. Phœbe A.
Talbot, Mrs. W. C.
Fitch, Miss Virginia
Sloss, Mrs. Louis
Walker, Mrs. Cyrus
Pierce, Mrs. Ira
Kincaid, Mrs. Mary W.
Norris, Mrs. B. F.
Allen, Mrs. E. T.
Boyd, Mrs. John
Bradley, Mrs. M. L.
Brown, Miss Mary L.
Brownell, Mrs. Edward Erle
Cowell, Mrs. E. V.
Cutler, Mrs. E. B.
Davis, Mrs. Norris King
Dorr, Miss Jessey
Greenwald, Mrs. L.
Gibbons, Mrs. Morton R.
Hotaling, Mrs. A. P., Jr.
Josselyn, Mrs. Chas.
Lilienthal, Mrs. E. R.
Murphy, Mrs. D. T.
Palmer, Mrs. Silas
Parsons, Miss M. E.
Pike, Mrs. Roy
Quick, Mrs. Walter
Schwabacher, Mrs. S.
Spiers, Miss Katherine
Stovall, Miss Anna M.
Stovall, Mrs. James B.
Taylor, Miss Mary L.
Van Winkle, Miss Helen
Young, Mrs. H.

## HONORARY MEMBERS.

President D. S. Jordan
F. W. Gunsalus, D. D.
Hon. W. P. Letchworth
General John Eaton, Jr.
Dr. W. E. Sheldon
Professor John Swett
President B. I. Wheeler
Mrs. W. C. Talbot
Mrs. Phœbe A. Hearst
Mrs. H. W. Severance
Mrs. C. B. Alexander
Mrs. Helen Campbell

## LIFE MEMBERS.

Abbott, Miss Ethel
Abbott, Miss Gertrude
Adams, Mrs. Emma H.
Adams, Edward M.
Addams, Miss Jane F.
Alexander, Miss Harriet
Alexander, Miss Janetta
Allen, Mrs. E. T.
Armour, Mrs. Philip D.
Ashton, Mrs. G. F.
Austen, Mrs. Frances

Bacon, Miss Helen T.
Badgeley, Mrs. Wm. O.
Balfour, Mrs. Robert
Bancroft, Miss Lucy
Barnes, Prof. Earl
Barrows, Miss Alice
Barrows, Mrs. C. D.
Bates, Mrs. H. S.

Bates, Mrs. Emma L.
Bates, Mrs. Linden M.
Behlow, Miss Bertha
Beighle, Dr. N.
Bernard, F.
Bessigner, Mr.
Bishop, Charles R.
Bishop, Mrs. Thomas B.
Bjornson, Mrs.
Blair, Miss Jennie
Blake, Mrs. A.
Blake, Mrs. G. M.
Blake, Miss L. May
Blethen, Miss Stella
Boardman, Mrs. Sophia L.
Borel, Antoine
Borel, Mrs. Antoine
Boruck, Mrs. Marcus D.
Bosworth, Mrs. Wm.
Boulton, Mrs. Louise
Bowie, Miss Emily Campbell
Bradley, Mrs. M. L.
Breyfogle, Dr. E. S.
Brewster, Mrs. C.
Bristol, Miss Maude
Brown, Mrs. Clara Spaulding
Brown, Henry A.
Brown, Miss Josephine
Brown, Miss Lizzie
Brown, M. D., Philip King
Brown, Miss Mary L.
Brownell, Mrs. Edward Erle
Buckbee, S. G.
Buehren, A. H.
Buford, Mrs.
Burke, Mrs. Isaac
Burney, Santiago

Cameron, Mrs. Emma S.
Campbell, Mrs. Angus
Campbell, Mrs. Helen
Campbell, Mrs. J. W. H.
Carpenter, Mrs. A. D.
Carson, William
Chase, Arthur
Chase, Rev. Charles C.
Chase, Mrs. C. C.
Chase, C. M.
Chase, Mrs. C. M.
Chase, Mrs. J. M.
Chase, John
Chase, Miss Mignon
Chase, Miss Rose Edith
Chase, Mrs. W. W.
Chase, William
Childs, Miss Annie
Clark, Mrs. W. C.
Clark, Warren D.
Clay, C. C.
Clayton, Mrs. Charles
Code, Miss Gladys
Coffin, Mrs. Horace
Coleman, Miss Adela
Coleman, Ralph
Collier, J. M.
Cooper, George D.
Crocker, Miss Ethel Mary
Crocker, George
Crocker, Miss Jennie
Crocker, Templeton
Crocker, William
Crocker, Mrs. W. H.
Crosby, Miss Ruth
Crossett, Mrs. Fred
Cutler, Mrs. E. B.
Craven, John J.

Daly, Miss Louise
Dalgren, Mrs.
Dane, Mrs. Henry C.
Danforth, Mrs. E.
Danner, Miss Edwina Taylor
Dean, Miss Helen
Dean, Walter E.
Dean, Jr., Walter

Dean, Mrs. Walter E.
De Laveaga, M. A.
Denigan, Thomas
Denigan, Mrs. Thomas
Denniston, Mrs. G. H.
Derby, O. E.
Derby, Mrs. O. E.
D'Evelyn, M. D., F. W.
D'Evelyn, Frederick
D'Evelyn, Charlotte W.
Dewing, Miss Helen
Dietrich, Miss Lulu

Easton, Mrs. Wm. B.
Elmore, Mrs. S.

Farrel, Mrs. C. H.
Faull, Miss Rosette
Fienberg, Miss Edith
Fisher, Miss Eva
Fitch, Mrs. G. K.
Fitch, Miss Virginia
Fitch, G. H.
Fitch, Mrs. G. H.
Fitch, Harold
Fitch, Miss Mary
Fleishhacker, Mrs. N.
Fleming, Arthur H.
Fleming, Mrs. Arthur H.
Flint, Mrs. J. M.

Gaden, Mrs. George T.
Gage, Mrs. J. D.
Gamble, Miss Mary
Gereau, Miss Harriet
Gerstle, Mrs. Louis
Goulding, Miss C. K.
Grace, Mrs. F. K. M.
Gray, Miss Bessie F.
Gray, Mrs. H. N.
Gray, Miss Mabel T.
Ghirardelli, D.
Gibbs, Mrs. George W.
Gilbert, Francis
Gilbert, Mrs. Francis

Dixon, Miss Emma
Dixon, Miss Lillie
Doane, Miss Ida
Dowda, G. W.
Dowda, Mrs. G. W.
Dows, Miss Amanda
Dunbar, Steward Boyd
Duncan, Miss Clara
Dutton, Henry F.
Dutton, Mrs. George
Dutton, Wm. J.
Dutton, Mrs. Wm. J.

Evans, Miss Edith T.
Evans, George

Folger, D. W.
Folger, Mrs. D. W.
Folger, Eugene
Ford, A. B.
Ford, Mrs. A. B.
Ford, Arthur
Ford, Bernard
Ford, Sidney Waterlow
Forrester, Miss Kittie
Fowler, E. M.
Fowler, Miss Kate
Frank, Miss Jennie
Franke, Miss Lucille May
Fraser, Miss Emma

Gilman, Mrs. Charlotte P.
Goemar, Miss Sadie
Goodridge, Henry A.
Goodridge, Mrs. Henry A.
Green, Allan Lee
Green, Arthur Moore
Green, Eldridge
Greenwald, Mrs. L.
Griffin, Miss Cora B.
Guild, Mrs. P. Kellogg
Guiler, Miss Christena
Guiler, Miss Maggie
Guiteau, Mrs. A.

Hale, Miss Sadie
Hamilton, James
Harmon, Miss Annie
Harland, Mrs. Marian
Hart, Mrs. K. S.
Harvey, Miss M. B.
Hasbrouck, R. M.
Head, Franklin
Hearst, Mrs. Phœbe A.
Hearst, William R.
Heise, Miss Helene
Henderson, A. B.
Henderson, Miss Anna
Henderson, George
Henderson, Miss Margaret
Henn, Mrs. W. O.
Hesketh, Lady
Heywood, Mrs. Franklin
Heyneman, Mrs.
Hill, Mrs. M. P.
Hilliard, Mrs. Virginia S.
Holbrook, Miss Daisy
Holbrook, Charles
Holbrook, Henry W.
Holden, Mrs. R.
Holden, Mrs. E.
Hoover, Benjamin
Hoover, Mrs. L. M.
Hoover, Mrs. M. L.
Horn, Miss Harriet
Horn, Harry W.
Horn, William
Hotaling, Mrs. A. P.
Housh, Mrs. Esther T.
Howard, Mrs. Charles Webb
Howard, Mrs. John
Howell, Mrs. Josiah
Hudson, Henry D.
Huntington, Mrs. C. P.
Hurd, Mrs. M. S.
Hutchinson, Joseph
Hutchinson, Jr., Joseph

Inglis, Miss Mary

Johnson, Miss Josephine
Johnson, Mrs. Sumner
Johnson, Mrs. Covington
Jones, Ingersoll
Jones, Mrs. Wm. Carey
Joy, Charles F.
Joy, Mrs. Charles F.

Keith, Miss Eliza D.
Kenyon, Miss Anna Cady
Kenyon, Miss Emma Sheldon
Kenyon, George Wm.
Kincaid, Mrs. Mary W.
King, Miss Sara
Knight, Miss Isabelle
Knight, Mrs. Samuel
Kohler, Mrs. Charles

Laidlaw, Hugh A.
Lamb, Thomas J.
Latham, Miss Edith
Lathrop, Ariel
Lathrop, Mrs. Ariel
Lathrop, Leland Stanford
Lewis, Jr., Azro N.
Lewis, D. G.
Lewis, Mrs. De Lancey
Lewis, Charles Lux
Lewis, Ralph Stanley
Lee, Mrs. Bertha Stringer
Lilienthal, Mrs. E. R.
Leland, Mrs. L.
Levensaler, J. G.
Levensaler, Mrs. J. G.
Levin, Mrs.
Lindberg, Miss Mary
Littlefield, Mrs. I. F.
Long, Mrs. John
Long, Sarah M.
Loveland, Miss May W.

Macy, Miss Lizzie
Magee, Frederick
Magee, Jr., Thomas
Magee, Walter
Mandler, Frederick
Mandler, Mrs. Frederick
Mandler, Miss Rosa Frances
Mandler, Walter
Manning, Miss Helen
Marsily, Mrs. Geo. J. G.
Mastick, George H.
Mastick, Mrs. George H.
Mastick, Miss
Mastick, Spencer
Matthews, Miss Louise
McBean, Mrs. P. McG.
McClellan, Mrs.
McCulloch, Miss Mary C.
McEwen, Mrs. D.
McGrew, A. O.
McKay, Mrs. David
Menken, J.
Menken, Mrs. J.
Merrill, Charles H.
Merrill, John F.
Merrill, Mrs. John F.
Merrill, Ralph D.
Merritt, Dr. Emma S.
Meyer, Albert
Meyer, Daniel
Meyer, Mrs. Lucia D.
Meyer, Mrs. Naomi H.
Miller, Charles
Miller, Mrs. George
Miller, Jr., Henry A.
Miller, Henry
Miller, Mrs. Henry
Miller, Joaquin
Miller, Miss Nellie
Miller, Mrs. R. S.
Mills, Mrs. C. T.
Mitchell, Mrs. Martha
Montgomery, Miss Anna
Moody, Mrs. C.
Montgomery, Miss Hazel
Moore, A.
Moore, Alfred
Morgan, C. A.
Morrow, R. F.
Morse, Lewis H.
Morton, Mrs. Wm. R.
Murphy, Mrs. D. T.
Muther, Miss Lizzie

Nash, Miss Caroline A.
Nash, Joseph
Nash, Mrs. Joseph
Neall, Mrs. James
Nelson, Miss Amelia F.
Newkirk, Mrs. Annie Searles
Newlands, F. G.
Nickel, George Wilmarth
Nixon, Miss Gertrude
Nordland, Mrs.
Norris, Mrs. B. F.
Norris, Charles Gilman
Nye, Miss Gussie

O'Brien, Miss Eleanor
Oddie, Mrs.
Owen, Mrs. J. J.

Paddock, Miss Kate
Palmer, Mrs. Silas
Parrott, Mrs. A. M.
Parrott, Mrs. John
Parsons, Miss Elizabeth
Payne, Mrs. Grace A.
Pechin, Madam C. R.
Peck, Miss Anna C.
Phelps, Miss Laura V.
Phelps, Mrs. Ada

Peters, Mrs.
Pierce, Mrs. Ira
Pike, Miss Katharine
Pinkham, Mrs. Porter
Pinkham, Mrs. S. M.
Pitts, Mrs. F. W.
Platt, Miss Carrie
Ponting, Mrs. Herbert
Pope, George A.
Potter, J. Sheldon Lux

Quigg, Miss M. B.

Rawlings, Mrs. James
Rawlings, Mrs. R. M.
Roberts, Mrs. Alexena
Roberts, Miss Xena
Robertson, Miss M. C.
Rogers, Mrs. Arthur
Roos, Robert Achille
Rosenberg, Mrs. J.
Rumwell, Melville
Russell, Edmund

Sabin, Miss Irene
Sabin, Mrs. John I.
Schenck, Mrs. W. T. Y.
Schley, M. D., Charles C.
Schwabacher, Mrs. S.
Scott, Miss Arabella T.
Scott, Clifford W.
Severance, Mrs. H. W.
Sewell, Oscar T.
Shattuck, Elizabeth Silva
Shattuck, Eva Maria
Shattuck, Grace Easter
Shattuck, Irene Iris
Shattuck, Mrs. T. F.
Sheldon, D. D., Rev. W. E.
Sherman, L. S.
Siebe, Miss Millie
Skilton, Mrs. J. A.
Sloss, Mrs. Leon
Sloss, Mrs. Louis
Sloss, Louis
Sloss, M. C.
Small, Mrs.
Smedberg, Miss Cora
Smiley, Dr. Virginia W.
Smith, Mrs. F.
Smith, Mrs. Frank
Smith, Leontine
Snook, Miss Carolyn
Spaulding, Mrs. Calista
Spaulding, Miss Theo
Spencer, Miss Helen
Spencer, Jewell
Spencer, Lloyd
Spencer, Mrs. L. S.
Spreckels, A. B.
Spreckels, Mrs. A. B.
Spring, Miss May M.
Spruance, Mrs. J.
Stevens, Mrs. E. S.
Stevenson, W. W.
St. John, Mrs. Catherine Skilton
Stock, E. C.
Stone, Mrs. C. B.
Stovall, Miss Anna M.
Stovall, Mrs. James B.
Stump, Irwin C.
Stump, Mrs. Irwin C.
Sutro, Miss Rose
Swett, John
Swett, Mrs. John
Symmes, Miss Mabel
Symonds, Mrs. Harry C.

Taber, Miss Daisy
Taber, I. W.
Taber, Mrs. I. W.
Taber, Miss May
Talbot, Mrs. W. C.
Talbot, Mrs. A. P.
Talbot, A. J.
Talbot, Douglas
Talbot, F. C.
Talbot, Le Roy
Talbot, W. H.
Talbot, Mrs. W. H.
Talbot, Miss Vera

Van Winkle, Miss Helen
Visonhaler, Miss Ella

Wadham, Mrs. L.
Wadham, Miss Ida
Waite, Mrs. E. G.
Walker, Cyrus
Walker, Mrs. Cyrus
Walker, Talbot Cyrus
Wallace, R. B.
Wallace, Mrs. A. D.
Waterman, Mrs. Alice Carey
Watt, Mrs. Alva
Wayman, Mrs.
Whitney, Russell
Whitney, Miss Sadie
Whittier, W. F.
Wightman, Jr., John
Wilbur, Mrs. Cora C.
Wilcox, Mrs. Nettie B.
Willard, Miss Daisy
Willey, Rev. S. H.

Young, Frederick O.

Taylor, Miss Deedee
Taylor, Miss Mary L.
Taylor, Miss Margaret Wyman
Teller, Miss Phillip
Ten Eyck, Mrs. H. W.
Thomas, Miss Clara M.
Thompson, Miss Gertrude
Thompson, Mrs. R. R.
Tilton, Mrs. Charles S.
Torrey, Mrs. G. W.
Towne, Mrs. Geo.
Trine, Mrs. Geo.
Truesdell, Mrs. A. W.

Von Shroeder, Baron J. H.
Von Shroeder, Baroness J. H.

Williams, Rev. Dwight
Williams, Miss Ida
Watt, Rolla
Webster, Miss Mabel Talcott
Weed, Miss Ida
Weill, Raphael
Weir, Mrs. Henry
Wheaton, Miss Jennie
Whipple, Mrs. Elizabeth
White, Mrs. Sallie Joy
Whitney, Miss Edith
Wilson, Mrs. Clarence C.
Willis, Mrs. William
Wise, John H.
Woodman, Mrs. W. C.
Wooster, Mrs. Annie Laurie
Worth, M. D., Sidney
Wulzen, Jr., Mrs. D.

# Memorial List

Cooper, Sarah B.
Adams, Miss Ella L.
Bacon, J. S.
Bacon, Mrs. J. S.
Barrows, D. D., Rev. C. D.
Carlton, Mrs. H. C.
Cooper, H. F.
Cooper, Miss Hattie
Crocker, Charles
Crocker, Mrs. Charles
Crocker, Charles F.
Domett, Miss E. M.
Dutton, Jr., Henry
Dutton, Jr., Mrs. Henry
Fitch, George K.
Fitch, Miss Clara
Flanders, Mrs. Alvan
Frank, Frederick A.
Frank, Mrs. Frederick A.
Gerstle, Lewis
Harris, Hon. Wm. T.
Hart, Frank R.
Hart, Wm. N.
Hearst, George
Hewes, Mrs. D.
Holbrook, Mrs. Charles
Kahler, Captain
Kellogg, Dr. Martin
Knapp, Miss Adeline E.
Lehmkuhl, Miss Anna G.
Lux, Mrs. Charles
Lux, Charles
Mastick, E. B.
Mastick, Mrs. E. B.
Manning, Miss Agnes M.
Meyer, Mrs. Daniel
Moore, Mrs. Justin
Morton, Mrs. Wm.
Pope, Mrs. A. J.
Sharpstein, Mrs. J. R.
Sloss, Louis
Spreckels, Mrs. Claus
Stanford, Hon. Leland
Stanford, Mrs. Leland
Stanford, Jr., Leland
Stiles, Mrs. A. J.
Stone, Charles B.
Stovall, Miss Stella
Sutro, Adolph
Talbot, William C.
Talbot, A. P.
Taylor, Miss Eva A.
Tevis, Lloyd
Wadham, L.
Waite, E. G.
Walker, Emily Pope
Weygant, Mary E.
Whittier Mrs. W. F.
Willey, Mrs. S. H.
Wilmerding, J. C.
Worth, Mrs. Sidney.

# CONSTITUTION AND BY-LAWS

OF THE

# Golden Gate Kindergarten Association

## ARTICLE I.

### Name and Object.

Section 1. This organization shall be called the "Golden Gate Kindergarten Association.

Sec. 2. The object shall be the establishment and maintenance of Free Kindergartens in San Francisco and environs; the sustaining of a Free Normal Training School for Kindergartners and the further promotion of the work among needy, neglected children, as far as possible in pursuance of the Articles of Incorporation of this Association.

## ARTICLE II.

### Membership.

Section 1. Any person elected by the Board of Directors becomes a member by signing these By-Laws and paying dues as provided in Section 2 of this Article.

Sec. 2. Each member shall pay annually as dues into the Treasury of this Association the sum of three ($3.00) dollars.

Any person who has done special service in the Kindergarten cause may, by vote of the Board of Directors, be constituted an honorary member of the Association.

## ARTICLE III.

### Board of Directors and Officers.

Section 1. The Board of Directors shall consist of fifteen members. Vacancies in the Board shall be filled by the Board from the members of the Association, and the members so chosen shall be and act as Directors until the next annual election of the Board of Directors by the members of the Association; it being provided, however, that if a member of the Board of Directors shall be absent from three successive meetings of the Board of Directors without previous written excuse, such

directorship may be declared vacant and a successor thereto appointed. Eight Directors shall constitute a quorum.

Sec. 2. The officers of the Association shall consist of a President, two Vice-Presidents, two Secretaries, and a Treasurer, all of whom shall be chosen annually by the Board of Directors at a special meeting immediately following the election of the Board of Directors, and no notice of such meeting need be given. The Board of Directors may, in its discretion, elect an Honorary President and such number of Honorary Vice-Presidents from the members of the Association as they may deem proper.

All elections shall be by ballot.

## ARTICLE IV.

### Meetings.

Section 1. The annual meeting of the members of the Association shall be held on the third Monday in January of each year (beginning with A. D. 1904) at the office of the Association in the City and County of San Francisco, at the hour of 10 o'clock A. M., and at this meeting the Board of Directors of the Association for the ensuing year shall be elected. Notice of such meeting must be given by publishing ten days' notice of same, or by advertising at least once a week for two weeks in some newspaper published in the City and County of San Francisco, and the first publication of said notice shall be ten days before such meeting, or by mailing a notice to the last known place of residence or business of each member at least ten days before such meeting. Twelve members shall constitute a quorum at any meeting of the members of the Corporation, and the election of officers of the Corporation by a meeting so constituted shall be as valid as if made at an election at which a majority of the members of the Corporation were present and voted.

Sec. 2. Special meetings of the members may be called by the President, or by either of the Vice-Presidents, or by six members of the Board of Directors, or by twelve members of the Association, and notice of such special meetings must be given by publishing ten days' notice of the same, or by advertising at least once a week, for two weeks, in some newspaper published in the City and County of San Francisco, and the first publication of said notice shall be ten days before such meeting; or by mailing a notice to the last known place of residence or business of each member at least two days before such meeting.

Sec. 3. The regular monthly meeting of the Board of Directors shall be held at the office of the Association, in the City and County of

San Francisco, on the second Monday of every month, at the hour of 10 o'clock A. M., and no notice of such meetings need be given.

Sec. 4. Special meetings of the Board of Directors may be called by the President.

The President shall call a meeting of the Board of Directors at the written request of three members of the Board.

Sec. 5. Reed's Rules of Order shall be the authority of the Association when the instructions embodied in the Constitution and By-Laws are not deemed sufficient to decide questions of a parliamentary nature.

## ARTICLE V.

### Duties of the Board of Directors and Officers.

Section 1. Board of Directors—The duties of the Board of Directors shall consist:

First—In the general management of the work of the Association.

Second—In the annual election of the officers of the Association.

Sec. 2. President—It shall be the duty of the President to preside at all meetings of the Board of Directors; to appoint all committees not otherwise provided for by these By-Laws; and to call special meetings as heretofore detailed. The President shall be ex-officio a member of all standing committees.

Sec. 3. Vice-Presidents—The Vice-Presidents, first and second in the order named, shall, in the absence of the President, perform the duties of the President.

Sec. 4. Secretaries—It shall be the duties of the Secretaries to keep minutes of the proceedings of all meetings of the members, and of the Board of Directors; to have the custody of all papers and documents of every description belonging to the meeting, and to let none of them be taken from the table without the order of the meeting.

It shall be the duties of the Secretaries to notify the members of the Board of Directors of all special meetings at least two days before such meeting, personally or by depositing a written notice in the United States Postoffice in the City and County of San Francisco addressed to each of such members at his or her last known place of business or residence, postage prepaid, and such deposit of such notice shall be deemed to be service of notice.

It shall also be the duty of the Secretaries to notify the Chairman of each committee of the duties of such committee and the names of all members constituting the committee.

Sec. 5. Treasurer—It shall be the duty of the Treasurer to receive all the monies belonging to the Association, and deposit the same at such place as may be designated by the Board of Directors; to keep an account of all receipts and expenditures, and to submit a monthly report of the same at the regular meeting of the Board of Directors, and an annual report at the annual meeting.

## ARTICLE VI.

### Standing Committees—Duties of the Same.

Section 1. There shall be five Standing Committees, viz.: Executive Committee, Auditing Committee, Visiting Committee, Reception Committee, and Educational Committee; all of which, with exception of the Educational Committee, shall report at the monthly meeting of the Board of Directors.

Sec. 2. Executive Committee—The Executive Committee shall consist of five members who shall be selected annually by the Board of Directors from the Board of Directors. All vacancies occurring in the committee shall be filled by the Board of Directors. Three members shall constitute a quorum. It shall be the duty of the Executive Committee to carry on the work of the Association in the interim of Directors' meetings, subject, however, to all orders and resolutions of the Board of Directors. The committee shall report to the Board of Directors at a regular or special meeting.

Sec. 3. Auditing Committee — The Auditing Committee shall be appointed annually by the Board of Directors. It shall consist of three members, one of whom shall be a member of the Board of Directors. It shall examine the accounts, reports and vouchers of the Treasurer, and report on the same when called upon by the Executive Committee to do so, and shall examine and report on all claims and accounts against the Association previous to their being passed for payment.

Sec. 4. Visiting Committee—The Visiting Committee shall be appointed annually by the President. Each Kindergarten shall have its special committee. It shall be the duty of the Visiting Committee to visit the Kindergartens at least once a month, making critical inspection of the same, and reporting on the progress and needs of the work. It shall also be the duty of the Visiting Committee to bring before the Board of Directors for their consideration and action, any necessary improvements or suggestions in regard to the Kindergartens.

Sec. 5. Reception Committee — The Reception Committee shall be appointed annually by the President. Chairman of such committee shall

be chosen from the Board of Directors. It shall be the duty of the Reception Committee to accompany and welcome to the various Kindergartens any who may wish to visit the same.

Sec. 6. Educational Committee—The Educational Committee shall be appointed annually by the Board of Directors. It shall be the duty of the Educational Committee to assist the officers of the Association with counsel and advice in matters pertaining to the educational part of the work.

## ARTICLE VII.

### Amendments.

This Constitution and these By-Laws may be altered or amended by a two-thirds vote of the members present at any regular meeting of the Board of Directors, previous notice of such alteration or amendment having been given in writing at the last preceding regular meeting.